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ABSTRACT

Intended to identify the perceived information needs of the residents of California and to determine if and how those are being met, this study conducted a survey of state residents. The report is divided into sections which detail the need for the study, previous research, implications for data collection procedures, technical aspects of the survey process, preliminary frequency distributions, and major findings. Introductory materials for the summary report are included, as are the summary report, an interviewer's manual, and sample questionnaires in both English and Spanish. Appendices provide references, instructions for cluster cards and call record sheets, the California Codebook Project, and a statistical breakdown of survey responses. (FM)

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INFORMATION NEEDS
OF
CALIFORNIANS

TECHNICAL REPORT

Prepared for:

California State Library
Sacramento, California

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TABLE OF CONTENTS

Section	Title	Page
	PREFACE	
I.	Introduction to the Survey	1
	Purpose	1
	Background: Need for the Study	1
	Previous Research and Rationale for Study	3
	Implications for Data Collection Procedures	8
II.	Technical Aspects of the Survey Process	9
	Questionnaire Design	9
	Sample Design	12
	Preparation of Data for Machine Analyses	17
III.	Discussion of Analyses	18
	Preliminary Frequency Distributions	18
	Major Findings	18
	REFERENCES	
	APPENDIX A - QUESTIONNAIRE	A-1
	APPENDIX B - INSTRUCTIONS FOR CLUSTER CARDS AND CALL RECORD SHEETS	B-1
	APPENDIX C - CALIFORNIA SURVEY INTERVIEWER'S MANUAL AND QUESTION-BY-QUESTION SPECIFICATIONS	C-1
	APPENDIX D - CODEBOOK CALIFORNIA PROJECT	D-1

PREFACE

This report contains the major findings of a statewide survey of California citizens to identify their perceived information needs, how these information needs are presently being met, and how well the needs are being met. The California State Library, in defining the content and scope of the study, recognized that information and information needs are not well-defined concepts in the minds of citizens. Consequently, the methodology applied to meet the study requirements was not the usual survey of library use. In fact, it may appear to some readers as unrelated to libraries. The methods used have grown out of research conducted over the last seven years. The California survey is the first statewide study using these methods.

King Research, Inc. was awarded the contract on January 3, 1979 with a draft summary report due February 16, 1979 and 1,000 copies of the final summary report due by February 28, 1979. Needless to say, this was not an easy schedule to meet. Credit must be given to everyone who participated in the study. While all of the individuals and organizations will not be mentioned, our thanks are extended to: the firm who drew the sample, the interviewing agencies and their interviewers, the King Research staff who coded the questionnaires, the keypunchers, and the printing firm, all of whom worked unusual hours to help us meet the stringent deadlines.

The major findings of this survey were summarized for presentation at the California Governor's Conference on Libraries and Information Services on March 2, 1979 in Sacramento, California.

The purpose of this report is to provide additional information describing the nature of the survey instrument, the data collection procedures, and a more detailed description and documentation of the analyses performed.

The project staff and authors of this report were: William Brown, Brenda Dervin (consultant), Patricia Dowd, Vernon Palmour, and Patricia Rathbun (project director).

Appreciation also goes to Nancy Percy, Assistant State Librarian, California State Library, for her guidance and direction throughout the project.

Vernon E. Palmour
King Research, Inc.
March 16, 1979

I. Introduction to the Survey

Purpose

The study which is reported here was commissioned by the California State Library in December 1978. Its stated purpose was to identify the perceived information needs of residents of the State of California and determine if and how these needs are being met.

Background: Need for the Study

As the State of California prepares to meet the 1980s, few would question the importance of planning for the distribution and delivery of information as well as for the distribution and delivery of energy, food, and other harder resources. Perhaps the most obvious reason that information planning is a major concern is the all-too-present evidence that we are involved in a mammoth information explosion. More information is available today in more forms than ever before in history. Such an overload requires management and increasingly our libraries and other already available information systems are being asked to cope with the overload problem.[1]

While the overload issue may be the most obvious reason for a concern with information planning, it is not the only reason or necessarily the most compelling. Other societal forces are simultaneously leading to an immense need for effective information planning. One of these forces is the increasing diversification of the population in the State of California. It is estimated, for example, that by 1985, more than 50 percent of the population in the entire state will be composed of ethnic minorities, including Blacks, Asians, Native Americans, and people of Spanish heritage.[2] Currently, on the national level, there is increased agreement that diversity is a strong national asset and any delivery systems designed for information or other resources take this diversity into account as much as possible.

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[1] This chapter is based on extensive reviews of the literature dealing with the general concept of information and its role in society as well as individual information seeking and use. Individual references will not be cited specifically unless a particular debt is owed to that reference. Readers should consult the reference list and, in particular, the following extensive literature reviews: Childers and Post 1975, Dervin et al. 1976, Dervin 1976a, 1976b, 1977a, 1977b, Zweizig 1973, Zweizig and Dervin 1977.

[2] Office of the Lt. Governor, State of California, Third World Population in California, June 1977.

In the realm of information, the increasing diversity of the population is a particular challenge. One can see that meeting the needs of a diverse population is more difficult than meeting the needs of an assumed-to-be homogeneous population, particularly when there is more and more information available and more and more likelihood that different people will seek increasingly different informational components. Perhaps more challenging, however, is the fact that the very way in which our current information systems store, retrieve, and disseminate information are ways which require a greater degree of sophistication in information handling. In this context, it can be said that our systems could leave an increasingly large number of citizens information poor simply by virtue of the difficulty of access. In such a situation, the gap between those citizens with less education and less practice, and the information elites could get larger.[3]

Finally, there is another force operating that makes information planning important as we approach the 1980s. As we move from a no-limits economy to one where economic resources are increasingly tight, money available for information systems gets scarcer. This has been manifested around the country, for example, with decreasing library budgets. In short, information systems of the 1980s will face what would have been thought in 1970 to be an unreasonable challenge - handle more information to meet the needs of an increasingly diverse population with less financial backing.

The question for libraries and information systems in the late 1970s, then, is how to meet this challenge. In essence, the problem is one which requires that we go beyond traditional models of information service. The challenge is one of invention -- inventing new means of providing information services and combining old means in new and unique ways.

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[3] See Childers and Post 1975, Donohue et al. 1975, Dervin 1977a, 1979 for discussion of the "information equity" and "knowledge gap" phenomena.

Perhaps the most obvious arena within which the challenge must be met is the arena of assessing what people want from their information systems. In the traditional library or information system, this question was rarely asked. The reason for inattention was not that the professional was uncaring or dense. Rather, it was that the information system, in the context of less available information and as assumed homogeneous patronage, did not have to face the challenge of today. The essential guiding assumption behind information system design was that the system could collect, store, and retrieve everything.

It has been in such a context that in the field of librarianship, only a handful of studies have focused explicitly on the patrons or citizens whom libraries are intended to serve. And, it has been in such a context that when libraries have focused on their patrons or potential patrons they have had an overriding concern for sheer quantity of use.[4]

As we go into the 1980s, however, it has become obvious that libraries and other information services must conduct studies of users and potential users in such a way that the resulting data provide help for planning rather than merely assessing quantity of use. Such studies must focus on both non-users and users and look at both the how (i.e. how citizens go about informing themselves) as well as the what (i.e. what they want to find out) of information seeking. It is the type of data produced by such concerns that will help librarians and other professional information practitioners plan systems that can cope with diversity in the midst of overload.

Previous Research and Rationale for Study

An important question, then, becomes how to collect data that will be helpful in planning information systems.[5] The answer is not an easy one to construct, for doing so requires that we think beyond our understanding of what information systems are like now. We must ask questions that will allow us to understand what information systems could be like or should be like if they were to meet the challenges of the 1980s.

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[4] Zweizig (1973) did the now classic analysis of library use studies. See also Zweizig and Dervin (1977) for a discussion of alternatives to using sheer magnitude of use as the accountability measure for the information system. Zweizig also served as second author on the Dervin et al. (1976, 1977a, 1977b) studies to be described in depth later in this chapter.

[5] Dervin has done a great deal of work in this area focusing particularly on the assumptions that have hindered thinking. See, in particular, Dervin 1976b, 1977a, 1977b, 1979 and Dervin et al. 1976.

Fortunately, a series of eight studies have already been conducted in various locations throughout the United States which make giant strides in answering the question. These studies started with the landmark Warner, Murray, and Palmour (1973) study of the information needs and information seeking behavior of a random sample of Baltimore, Maryland residents. Dervin (1972, 1974a, 1974b) replicated portions of that study with a random sample of residents of Seattle, Washington; a sample of requests to action-line columns in two Seattle newspapers, and a sample of requests to a Chicano action agency in Seattle. Zweizig (1973) did a partial replication with a random sample of Syracuse, New York adults followed by a full-scale replication in Syracuse and Elmira, New York by Gee (1974). DiJulio (1975) did a modest replication of the Dervin newspaper action-line study in Washington, D.C.

All of these studies focused primarily on descriptive questions-- what are citizen information needs, how do citizens go about filling those needs? As a group, the studies provided a major breakthrough in focusing attention on the need to assess everyday information needs. Their second important contribution was the way in which they began the process of classifying everyday information needs. This approach contrasts markedly with the approach taken in traditional information systems which have focused most of their energy on classifying documents and materials, rather than on classifying needs.

While the studies noted above made their contributions descriptively, two additional studies spoke directly to the underlying question of how one can collect data useful for information planning. The first of these (Dervin et al. 1976) consisted of large-scale field surveys of the information seeking behavior of 300 individuals from a general population, as well as 151 low-income Asian, and 151 low-income, adult Black residents of the city of Seattle. The second (Dervin et al. 1977a) compared results from the first study showing how citizens looked at their own information needs and information seeking behavior, to perceptions held by citizens from a sample of 128 public librarians and 141 human service delivery agency information practitioners serving the Seattle metropolitan area.

Both of these studies generated a large number of relevant empirical findings. More important than the findings, however, are the general conclusions that were drawn from the studies which provide guidance for the design of questionnaires intended to tap citizen information needs. The important conclusions are:

- people use information to make personal sense
- people with different situational perceptions require different kinds of sense
- people find sense when and where they can
- information needs differ from moment to moment
- people assess information in terms of how it helps
- information systems and the people they serve seem to exist in two different, mis-matched worlds.

Each of these conclusions will be reviewed in turn below.

People use information to make personal sense. The important point is that information seeking is not an end unto itself. In fact, information seeking is something that the individual -- educated or not, employed or not, professional or not -- does because for some reason the sense he/she already has no longer works. In essence, people seek new sense only when their old sense has run out. But life, being inherently unmanageable, presents frequent changes -- the locations of people and places change, the ideas of people change, and so on. Thus, sense does frequently run out and people are constantly involved in sense-making.

People with different situational perceptions require different kinds of sense. The first conclusion suggests that people start to make new sense when their old sense runs out. This suggests that sense-making is a here-and-now activity, one that occurs in specific situations at specific points in time and place.

Thus, sense-making is done situationally. And, situations differ. Events yesterday are not the same as today. And, the same event observed by two different observers is not the same. So, in actuality, sense-making is done for personally-defined situations. At a given point in time, an individual may see himself as worried and anxious and unable to find any course of action. This individual needs sense and the kind of sense he is looking for will be one that will help him deal with his worry. This individual contrasts with one who sees his situation -- perhaps a situation that to an outside observer looks the same -- as one with two or more options where he has to choose between options. Here, the individual also needs sense and the kind of sense he will look for will be one that allows him to choose between options. Most information practitioners may like to believe that the second individual -- the decisionmaker -- is looking at the situation the "right" way. But the problem is not one of right or wrong. Rather, the individual will seek the sense he/she needs for a given situation as he/she sees it.

People find sense when and where they can. Given that a person is in a situation where he/she needs new sense, sense-making activity will start. Sense can be made many ways, however. Thinking, for example, is one very frequently used way of making sense. Other ways include talking to others, seeking advice, reading, complaining, getting angry, and so on. Each of these ways is informing because they allow the individual to arrive at a new sense of what is going on. What is important, however, about sense-making is that once a person gets into the sense-making mode, he/she will seek sense using a variety of approaches. If personal resources, such as thinking, are not sufficient, then the individual will reach out to others -- primarily people. And, the individual will continue this sense-making activity until a new sense is achieved. In this process, it is of little concern to the individual where the input comes from which helps sense be achieved. The individual might ask a trusted friend who has been helpful in sense-making in the past. Or, the individual might happen to run into something presented in the media which turned out to be helpful. Sometimes, sense will be found in the most unlikely places, in places where no one else sees anything but where a given individual finds exactly the idea that helps him. No matter where the input is found, the important point is that the individual is on a journey -- the sense-making journey -- and to him/her what is important is the journey and the sense achieved, not the various weigh-stations on the way.

Information needs differ from moment to moment. Not only do different people in different situations have different information needs but the same person travelling through the changing nature of a given situation will have different information needs as his/her situation changes. One day, the individual may be concerned with finding alternative ways of dealing with a barrier. On another, he may be trying to choose between alternative ways. On another, it may seem like all his options have disappeared and he is trying to get motivated to try again.

People assess information in terms of how it helps. When a person is making sense in a situation, he/she is on a journey, heading in some direction. When the individual uses information on this journey, the information is not sought as an end unto itself. Its purpose is to help in sense-making and, in particular, in helping the person get the kind of sense he/she was looking for. One person may want to get a situation resolved while another wants to feel better about self while another wants to feel reassured and motivated to continue. Rarely does an individual say I was helped because I found information. Rather, I was helped because this information made me realize that other people feel like I do... or helped me resolve my situation...or helped me make progress in my situation.

Information systems and the people they serve seem to exist in two different, mis-matched worlds. The conclusions above fairly well summarize the data obtained on individual sense-making and information use in that process. The picture presented of the individual is quite different from that assumed by our current information systems. These systems are geared to information dissemination as an end unto itself. They deal not with individual sense-making in both its uniqueness and constantly changing character. Rather, they are geared to store, retrieve, and disseminate documents and materials that are classified using concensually accepted classification schemes. While individual efforts are made to adapt the system to individual needs, such adaptations are not an inherent part of the system.

Implications for Data Collection Procedures

When brought together, the six conclusions from the Dervin et al. 1976, 1977a, studies imply an approach to data collection in information needs assessment which is a marked departure from approaches used in more traditional information seeking and use studies. These conclusions suggest that in order to obtain a realistic assessment of individual information needs, it is necessary to:

1) Allow the respondent to identify troublesome real-life situations in which he/she needed sense. This contrasts with more traditional approaches where respondents were asked what information they needed in different areas regardless of whether those areas were relevant to the respondents' life or not.

2) Assist the respondent in recalling the here-and-now of a given situation so that the sense-making that occurred can be recalled in depth. Here part of the precious data collection time is used to help the respondent in a variety of ways recall what it was that happened in a given situation. It is only by doing so that the respondent will recall the gaps he/she faced, the times and places where sense was needed. It is at such places that information seeking will be found.

3) Allow the respondent to describe his/her sense-making activities as they occurred in the situation regardless of whether they involved formal institutional resources. This contrasts markedly with more traditional approaches which asked respondents how frequently and for what they used a variety of resources without the assistance of situational recall and regardless of whether the individual has ever used given resources.

4) Determine what kind of unique questions the individual wanted answers to. More traditional studies have assumed the kind of sense a person wanted was based on topic areas. Thus, for example, knowing that a person had a neighborhood problem was assumed to provide enough data on which to determine the full character of the information need when in actuality all that this provided was a general cue of the kind of situation the respondent saw self in. The actual questions individual respondents want answers to are not determined by the general nature of the situation or the topical area within which the individual's situation falls. Rather, it is determined by the way in which the individual sees self as making sense.

5) Emphasize sense-making (how the individual found answers to questions, straightened out confusions, gained understandings) rather than information-seeking. The typical past study has been concerned with asking respondents what information they needed when the individual is not focused on information but on making personal sense in situations. Further, the typical past study has assumed that information delivery was a sufficient end when the individual is actually focused on being helped in his/her situation.

In essence, then, the conclusions from the Dervin et al. studies suggest that the most useful way of learning about how our information systems can be more helpful is to come to understand how people make sense in their lives and on their jobs regardless of whether or not they use our institutions at all or use them in ways we expect them to. To do anything else, the conclusions suggest, means that the resulting data is more hypothetical than real. Thus, for example, to collect data on information needs with libraries as the focus requires that most of the respondents create imaginary answers in order to not appear stupid in the interview situation. Even for those who are library users, the approach constrains our understanding of how people cope with our systems, as they are not as they might be. As a result, the data that is generated can offer little realistic guidance to the information planner.

Based on the discussion above, this project took on a requirement beyond that officially mandated. That requirement was to break away from traditional theoretical approaches in order to assure that the data obtained in this project provide a realistic picture of the sense-making needs and behaviors of the residents of the State of California, a picture that is useful for the planning purpose for which it was intended.

II. Technical Aspects of the Survey Process

Questionnaire Design

The questionnaire designed for the California information needs study grew directly out of the former work on information needs described above. Because of this, the questionnaire differed in many respects from a traditional questionnaire on information seeking and use. Despite this appearance of difference, however, every aspect of the questionnaire design was guided by the results from the set of recent studies which have made advances in looking at citizen information needs.[6]

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[6] The actual questionnaire design rests almost entirely on the questionnaire development done for Dervin et al. 1976 as modified by Dervin and Garzona 1979 and Dervin and Harlock 1979. The method used to assess situations in the first section of the questionnaire was initially developed by Warner, Murray, and Palmour (1973) and modified by Dervin et al. (1976).

The questionnaire (which is presented in Appendix A.) started by asking citizens to identify the different kind of situations they have been in during the past month. "Maybe you had to make a decision, get rid of a worry, or find an answer to a question, solve a problem, or try to understand something." After eliciting responses to this question in a general way, the questionnaire then probed a series of situational topic areas -- neighborhood, consumer, housing and home care, work, education, health, transportation, recreation or sports or entertainment, money matters, child care, family relationships, legal matters, crime and safety, current events and news. The intent of this section was to develop a roster of sense-making situations in which citizens have recently been involved. There were two purposes for developing the roster of sense-making situations. The first purpose was to develop a classification of the different kind of sense-making situations respondents saw themselves in. The second was to provide a roster of situations from which the citizen respondents could choose one situation for in-depth analysis.

At this point, citizens were asked to describe everything that happened in the chosen situation -- "the things you thought or did...the things other people did or said...the things that just happened." Citizens were asked to recall these events on a time-line -- in terms of what happened in the "very first event" working up "to the present time or when the situation ended." The purpose of using the time-line technique was to provide an in-depth situation recall as a basis for the next sections of the questionnaire.

After recalling their time-lines, respondents were asked to indicate whether the chosen situation was resolved (in the past) or still going on. This question was followed by a series of 18 close-ended items which asked the citizens what kinds of questions they needed answers to, things they wanted to learn or find out, things they wanted to make sense of, understand better, or just think about. The 18 items ranged from asking if they wanted to know "what resources or services are available?" to "what are my own motives, feelings, reasons?" to "how can I fight back?" All 18 items were developed based on results from content analyses of questions asked in the Dervin et al. 1976 study. The main purpose of using the 18 items was to tap the nature of the sense the citizens were seeking for a given situation -- in essence, the nature of the information need. The series of 18 items had a second purpose: to help citizens review the kinds of questions they had in their situation in preparation for answering the next section of the questionnaire.

In the next section, citizens were asked to indicate the specific questions they needed answers to in their situation. The purpose here was to establish a roster of such questions from which one could be chosen for in-depth analysis. In order to elicit the roster of specific questions, the interviewer returned to the respondent's time-line description and asked for each event on that time-line, whether the respondent had a question at that point in time. This pattern was repeated for each time-line step or event.

At the end of this question recalling process, the citizen respondents were then asked to choose the one question that was "most important". They then indicated whether they were successful in getting an answer to that question. The purpose here was to select one question for in-depth analysis.

After selecting his/her most important question, the citizens were then asked to indicate whether they succeeded in getting answers. The primary purpose here was to determine for all citizens which kinds of questions were more likely to be answered in which kinds of situations. Citizens were then asked how much the answers to their questions helped them (or how much they think answers would have helped) and to specify the different ways in which the answers helped (or would have helped). There were 13 different items tapping the different kinds of help citizens saw themselves as receiving. These ranged from "get something resolved or changed for the better" to "understand the situation better" to "feel reassured or supported and not alone." The purpose of this series of questions was to identify the different ways in which citizens saw answers to their questions as helping them and, thus, identify the dimensions along which the services of information systems are evaluated.

The next section of the questionnaire asked citizens how they went about trying to get answers to their most important questions. When a citizen had succeeded in getting a partial or complete answer to his/her question, he/she was also asked whether each method used to try to get an answer led to getting none, part, or all of the answer. The purpose of this series of questions was to describe the nature of the different kinds of sense-making strategies the citizens used, and to identify which of these they saw as being more successful. Included, were 14 different strategies including use of one's own thinking or past experience, use of professional and informal sources, use of print and electronic media, and so on.

The next section of the questionnaire asked citizens to indicate how frequently they saw themselves as using different sources of information (e.g., friends, government, media, library) across the situations. The purpose here was to get some portrait of the habitual information seeking patterns of the respondent, the information nets in which they are involved simply by virtue of their life-styles. A final section of the questionnaire developed a demographic profile of each respondent in terms of family size, age, education, income, home ownership, transportation and telephone access, sex, and race.

In sum, then, the questionnaire implements the rationale presented earlier. Its purpose was essentially one of tracking through a specific situation with a respondent and focusing on the questions the respondent needed answers to and the specific behaviors used in order to get answers. The questionnaire was designed to obtain a portrait of sense-making needs and seeking as they exist independent of any system definition of information needs and information seeking. In this way, the criteria established for looking at information by essentially highly educated and upper middle class professionals were not imposed on citizens. The Interviewer's Training Manual and Question-By-Question Specifications designed to accompany the questionnaire are presented in Appendix C.

Sample Design

Recent figures estimate the total population of California as about 22 million persons. The unit of analysis for the survey was an individual citizen. In order to select a representative random sample of 1,000 individuals, the sample design called first for a probability sample of geographic areas in the state, second a probability sample of "blocks" within the selected larger areas, and finally a random selection of individual households within the blocks where interviews were attempted.

A replicated, multi-stage sample design was used to select the sample. In the first stage the total populations of all counties in the state were cumulated. Then a systematic skip with a random start was applied to select fifty sampling points. These sampling points were located within 22 counties as shown below.

County	Number of Sampling Points
Alameda	3
Contra Costa	2
Fresno	1
Inyo	1
Kings	1
Los Angeles	17
Marin	1
Monterey	1
Orange	4
Riverside	1
Sacramento	2
San Bernardino	1
San Diego	4
San Francisco	2
San Luis Obispo	1
San Mateo	1
Santa Barbara	1
Santa Clara	2
Santa Cruz	1
Sonoma	1
Tehama	1
Ventura	1
TOTAL	50

Each sampling point was identified to a specific census track and block within the Urbanized Areas or to a specific place outside the Urbanized Areas. This resulted, for example, in 17 blocks in Los Angeles County. This procedure was replicated four times yielding a sample of 200 blocks and places within the 22 counties.

Interviewers were provided with "cluster" cards showing a map of the sampled block or place. A specific starting point was given for each cluster. Also shown on the card, was a random number corresponding to the dwelling unit where the first interview was to be attempted. After starting with the dwelling unit indicated by the random number, the next interview was attempted after skipping two dwelling units. This was repeated until five dwelling units were identified for interview attempts. If the block or place did not allow five selected dwelling units in this manner, a substitution procedure was used to locate another nearby block. Details on the substitution procedures are given in Appexdix B.

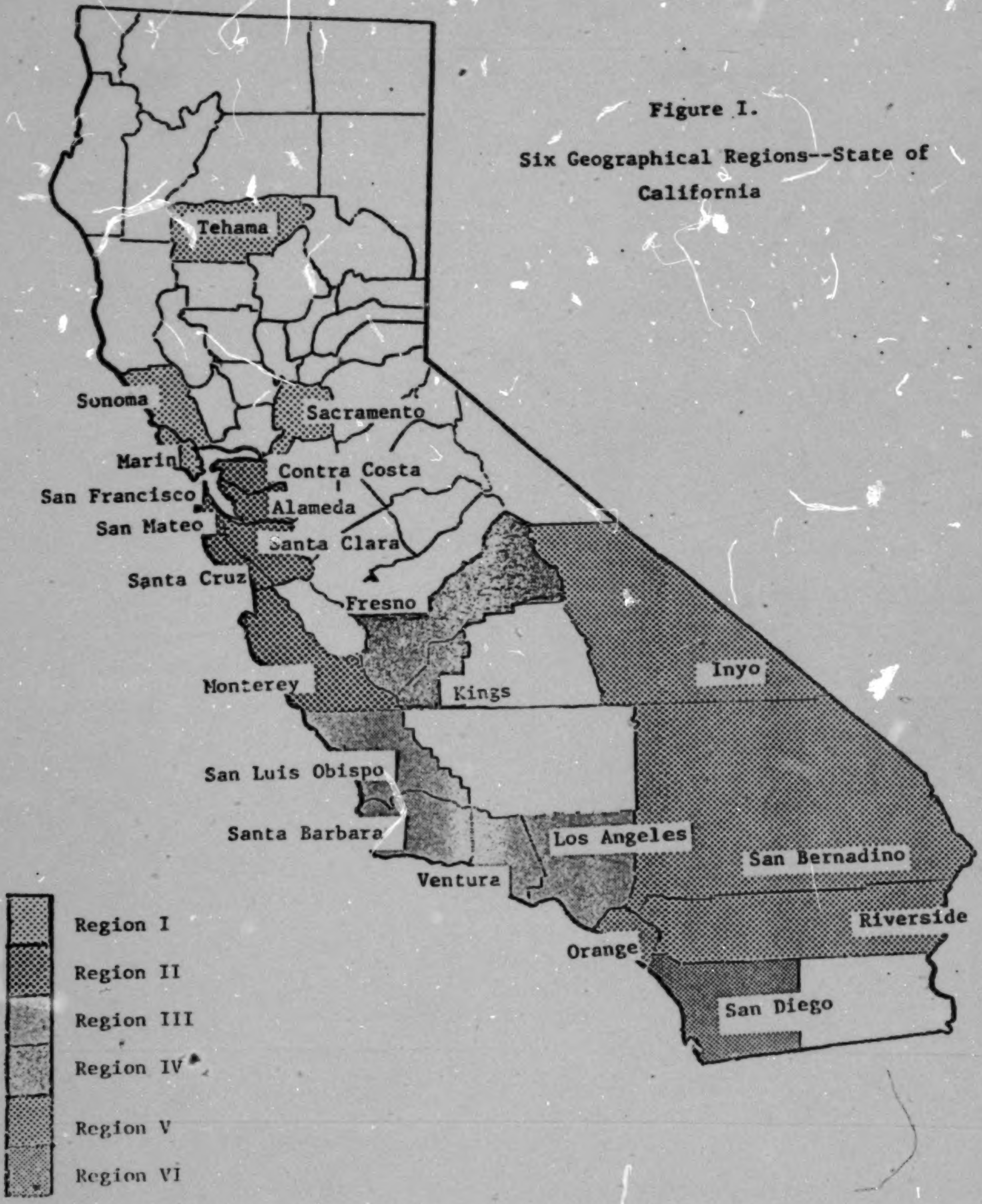
Interviews were completed with 646 citizens. The resulting sample of citizens is representative of the estimated current California population as shown below:

		Estimated Population	Sample
Age	14 - 24	23%	26%
	25 - 54	52%	51%
	55 - 64	25%	23%
Race	Hispanic	16%	16%
	Asian	4%	4%
	Black	8%	15%
	White and other	72%	65%

In addition, the counties from which the sample of citizens was drawn were divided into six geographical regions. The counties which comprise each region are graphically depicted in Figure 1. The percentage of all respondents from each county and region are displayed in Table 1 on page 16.

Figure I.

Six Geographical Regions--State of California


Tehama
Sonoma
Sacramento
Marin
Contra Costa
San Francisco
Alameda
San Mateo
Santa Clara
Santa Cruz
Fresno
Inyo
Monterey
Kings
San Luis Obispo
Santa Barbara
Los Angeles
San Bernadino
Ventura
Riverside
Orange
San Diego
Region I
Region II
Region III
Region IV
Region V
Region VI

20

Table 1. PERCENTAGE OF RESPONDENTS INCLUDED IN THE SAMPLE, BY COUNTY AND REGION

REGION	COUNTY	PERCENT
I	Sacramento	4.2%
	Sonoma	3.1
	Tehama	1.7
	Marin	1.2
		10.2%
II	Alameda	5.3
	Contra Costa	6.5
	Monterey	1.6
	San Francisco	2.8
	San Mateo	1.6
	Santa Clara	2.0
	Santa Cruz	1.9
		21.7%
III	Los Angeles	34.1
	San Luis Obispo	3.1
	Santa Barbara	.8
	Ventura	2.2
		40.2%
IV	Fresno	2.2%
	Kings	2.6
		4.8%
V	Inyo	3.1
	Orange	5.1
	Riverside	1.9
	San Bernadino	1.1
		11.2%
VI	San Diego	12.1%
		100.2% (N=646)

The percentages of the state population known to reside in each region are compared below to the regional percentages of the sample in order to provide additional documentation of the representativeness of the sample.

		Estimated Population	Sample
Geographic Region	Region 1	12%	10%
	Region 2	21%	22%
	Region 3	38%	40%
	Region 4	7%	5%
	Region 5	14%	11%
	Region 6	8%	12%

Preparation of Data for Machine Analyses

Following the data collection period, the questionnaires were returned from the field to be edge coded by the King Research staff. The coding of the questionnaires was conducted under the guidelines specified in the Codebook presented in Appendix D. During the coding of the questionnaires, as in all stages of the survey, an emphasis was placed on the maintenance of quality control. Whenever a question arose concerning the assignment of a particular code, the opinions of at least three independent judges were compared and a decision was mutually agreed upon.

This decision process was most frequently employed with respect to the coding of the first four questions in the survey which involved the coding of the four unaided situations into topic areas (neighborhood, consumer, etc.). In almost all cases the judges independently reached similar conclusions.

The data were then keypunched into machine readable form on 80-column IBM data cards and machine edited. This procedure required a maximum of three cards per case.

III. Discussion of Analyses

Preliminary Frequency Distributions

The next phase of the survey involved the creation of computer programs to be used in the analysis of the data. Using the Statistical Package for the Social Sciences (SPSS)*, program files were constructed for each of the analytic routines employed.

The first of these routines resulted in a frequency distribution for each of the questions (variables) included in the survey instrument. This frequency distribution is included in Appendix E. For each question the response categories as well as the percentage who responded are presented. Codes which indicate the respondent said "Don't know" or that the respondent did not answer the question have been omitted.

Major Findings

Do citizens of California have information needs? Yes, but they do not always perceive these needs to be related to information. Like everyone else, Californians have problems and questions facing them daily. Information is one aspect of problem solving, or making sense of everyday situations.

Respondents were asked to recall the questions which arose during their situations. The questions most often expressed were essentially subjective in nature. As can be seen in the frequency distribution for Question 22 (see Appendix E, page 6) the respondents were most likely to have asked themselves: "What's going on, how will things turn out (85.2%)?" On the other hand, respondents were least likely to have asked themselves: "What do others want me to do (45.2%)?" The figures are summarized again in Table 2 .

Responses to these questions were then crosstabulated with the demographic variables (age, education, income, ethnicity). Tables 3 to 6 indicate the percentage of respondents in each category of these demographic classifications who said they did in fact ask themselves each particular question. For example, 66% of the respondents age 14-24 asked themselves "What sources or services are

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*Nie, Norman H., Hull, Jenkins, Steinbrenner and Bent. SPSS: Statistical Package for the Social Sciences. New York: McGraw-Hill Book Company.

Table 2. RANK ORDERING OF INFORMATION
NEEDS BY PERCENT

• What's going on, how will things turn out?	85%
• What are my options, what's the best choice to make, the best thing to do?	79
• What do I really want, what are my priorities?	72
• When or where can I do something?	71
• Can I get some information about the situation, what information can I get?	68
• Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	64
• If I do this particular thing, what will happen?	64
• What sources or services are available?	62
• What are my own motives, feelings, or reasons?	59
• Are there other ways I can think about this situation?	56
• How do I fit in, what is my role?	55
• What are someone else's motives, feelings or reasons?	54
• What happened in the past, what caused this to happen?	53
• How can I fight back?	53
• What are the rules, regulations, or laws?	52
• How can I get around all the red-tape in the bureaucracy?	50
• What do others want me to do?	45

available?" and a slightly lower percentage (57%) of older respondents were likely to ask themselves this question (see Table 3).

For the most part, Californians, regardless of their race, age, income, or education, tended to have similar questions. One of the most frequently asked questions reflected a specific concern for information. About 68 percent of the respondents asked themselves "Can I get some information about the situation, what information can I get?" This is a reasonably high percent of persons who specifically felt information might be useful in their situation. Hispanics were less likely than others to have the specific question about getting information - 61% of Hispanics, 76% Asians, 72% Blacks, and 68% Whites and Others. Older persons were also less likely than younger ones to cite the question concerning information.

Table 3. INFORMATION NEEDS BY AGE

		14-24 Years	25-54 Years	55 Years & Over
a.	What sources or services are available?	66%	62%	57%
b.	What are the rules, regulations, or laws?	54	57	39
c.	How do I fit in, what is my role?	61	55	50
d.	What's going on, how will things turn out?	91	85	78
e.	What are my options, what's the best choice to make, the best thing to do?	82	82	71
f.	What do I really want, what are my priorities?	67	78	62
g.	Are there other ways I can think about this situation?	59	61	43
h.	When or where can I do something?	73	75	58
i.	If I do this particular thing, what will happen?	71	69	47
j.	What happened in the past, what caused this to happen?	50	59	45
k.	What are someone else's motives, feelings, or reasons?	55	61	39
l.	What are my own motives, feelings, or reasons?	64	64	42
m.	Can I get some information about the situation, what information can I get?	69	71	58
n.	Was the information helpful?	53	53	38
o.	What do others want me to do?	46	51	32
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	60	69	61
q.	How can I get around all the red-tape in the bureaucracy?	50	52	47
r.	How can I fight back?	48	57	50

Table 4. INFORMATION NEEDS BY EDUCATION

		1-11 Years	12 Years	13+ Years
a.	What sources or services are available?	48%	53%	55%
b.	What are the rules, regulations, or laws?	53	50	63
c.	How do I fit in, what is my role?	84	86	85
d.	What's going on, how will things turn out?	84	86	85
e.	What are my options, what's the best choice to make, the best thing to do?	81	77	80
f.	What do I really want, what are my priorities?	69	69	76
g.	Are there other ways I can think about this situation?	51	53	62
h.	When or where can I do something?	64	71	74
i.	If I do this particular thing, what will happen?	58	61	70
j.	What happened in the past, what caused this to happen?	49	52	57
k.	What are someone else's motives, feelings, or reasons?	49	54	59
l.	What are my own motives, feelings, or reasons?	57	58	61
m.	Can I get some information about the situation, what information can I get?	59	71	69
n.	Was the information helpful?	35	50	58
o.	What do others want me to do?	43	42	50
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	63	61	68
q.	How can I get around all the red-tape in the bureaucracy?	45	46	56
r.	How can I fight back?	45	55	55

Table 5. INFORMATION NEEDS BY INCOME

		0-$7,999	$8,000 $19,999	$20,000+
a.	What sources or services are available?	66%	63%	61%
b.	What are the rules, regulations, or laws?	60	51	54
c.	How do I fit in, what is my role?	61	57	52
d.	What's going on, how will things turn out?	86	86	84
e.	What are my options, what's the best choice to make, the best thing to do?	82	81	78
f.	What do I really want, what are my priorities?	76	71	73
g.	Are there other ways I can think about this situation?	53	58	55
h.	When or where can I do something?	70	73	71
i.	If I do this particular thing, what will happen?	60	[illegible]	66
j.	What happened in the past, what caused this to happen?	53	57	53
k.	What are someone else's motives, feelings, or reasons?	56	57	56
l.	What are my own motives, feelings, or reasons?	62	61	56
m.	Can I get some information about the situation, what information can I get?	77	68	66
n.	Was the information helpful?	50	47	55
o.	What do others want me to do?	40	52	45
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	63	69	65
q.	How can I get around all the red-tape in the bureaucracy?	61	50	48
r.	How can I fight back?	60	56	51

Table 6. INFORMATION NEEDS BY ETHNICITY

		Asian	Black	Hispanic	White & Other
a.	What sources or services are available?	57%	68%	60%	61%
b.	What are the rules, regulations, or laws?	52	61	46	51
c.	How do I fit in, what is my role?	62	64	57	53
d.	What's going on, how will things turn out?	86	85	82	86
e.	What are my options, what's the best choice to make, the best thing to do?	86	85	69	80
f.	What do I really want, what are my priorities?	86	73	71	71
g.	Are there other ways I can think about this situation?	82	60	58	53
h.	When or where can I do something?	68	69	69	71
i.	If I do this particular thing, what will happen?	68	70	58	64
j.	What happened in the past, what caused this to happen?	47	63	43	54
k.	What are someone else's motives, feelings, or reasons?	65	52	49	56
l.	What are my own motives, feelings, or reasons?	81	67	56	57
m.	Can I get some information about the situation, what information can I get?	76	72	61	68
n.	Was the information helpful?	63	49	41	52
o.	What do others want me to do?	58	42	41	46
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	53	72	58	65
q.	How can I get around all the red-tape in the bureaucracy?	50	64	39	49
r.	How can I fight back?	39	57	43	56

What sources do Californians use in seeking information? One of the main purposes of the project was to identify the sources people use in their attempts to obtain information. This was accomplished by having the respondents identify their most important questions and asking them how they tried to get answers to these questions.

At the time of the survey, some of the citizens were still working on answering their question. When asked "Did you ever succeed in getting an answer to this question?", 23 percent had completely answered their questions and 34 percent had not answered them at all. The remaining percent was a combination of questions partially answered and questions not answered at present. These figures are derived from the frequency distribution for Question 25 (see Appendix E, page 9).

The sources used to obtain answers to these questions are shown in Table 7 in the order of their frequencies as cited by all respondents. These frequencies were derived from the responses to Question 28 of the survey instrument. Question 28 was asked of those respondents who had been "partially" or "entirely" successful in obtaining answers to their questions (as determined by their response to Question 25; see Appendix E, page 12), and was also asked of those respondents whose questions had "not been answered at all" or "not answered at present" (see Appendix E, page 10). In order to determine the frequency with which sources were utilized by all of the respondents, it was necessary to combine these two sets of responses to Question 28. Also shown on the following page are the frequencies for questions which had been partially or entirely answered (successful), and those not answered at all or not answered at present (unsuccessful). For example, 52 percent of the respondents attempted to use their own thinking or past experience to obtain answers to their questions, and 24 percent were successful and 28 percent were unsuccessful.

These findings are consistent with results from previous surveys which show that people make greater use of personal information sources than either the media or institutional sources. About seven percent of the respondents had used a library as a source for trying to answer their questions.

Table 7. FREQUENCY OF SOURCES, BY PERCENT

Sources Used	All	Successful	Unsuccessful
From your own thinking or past experience	52%	24%	28%
From something a friend, neighbor, or relative told you	37	16	21
From something a professional (like a doctor or lawyer or social worker) told you	23	12	11
From something told you by someone who works for a store or company or business	20	8	12
From something you read in the newspapers	19	6	13
From something told you by someone who works in the city, county, state, or federal government	19	7	12
From something you saw or heard on TV	15	5	10
From something told you by someone who works for a school or college	14	6	8
From something you read in a magazine	11	3	8
From something you heard on the radio	11	4	7
From something you read in a book	11	5	6
From something told you by a religious leader	7	4	3
From something told you by someone who works for a social service or charity	7	2	5
From something you got from a library	7	3	4

It was of interest to see if the sources used varied in terms of the respondents' characteristics such as age, income, race, residence (rural/urban) and education. By crosstabulating the indicators of these demographic characteristics (age, Question 34; income, Question 35; race, Question 40; residence, Question 41; education, Question 32) with the combined sets of responses to Question 28, variation in the use of sources of information by demographic characteristics could be determined. Tables 8 to Table 12 present the percentage of respondents in each of the categories of age, income, race, residence and education who indicated they used each particular source of information. It can be seen that race and age produced the greatest variation among the respondents. Asians tended to make greater use of the media and personal sources. Asians were also highest in their use of libraries as information sources.

Table 8. SOURCES OF INFORMATION BY AGE

	14-24 yrs.	25-54 yrs.	55 yrs. & Over
Own thinking	71%	73%	60%
Professional	24	35	23
Friend & Relative	51	36	32
Newspaper	20	29	22
Radio	11	18	11
TV	14	21	20
Magazine	10	18	13
Library	9	10	7
Book	15	15	7
Someone who works for a school	22	20	10
Someone who works for a business	22	31	18
Someone at social service or charity	8	8	14
Religious leader	8	10	11
Government person	18	26	28

Table 9. SOURCES OF INFORMATION BY INCOME

	0-$7,999	$ 8,000 to $19,999	$20,000+
Own thinking	68%	70%	73%
Professional	33	29	33
Friend & Relative	47	54	43
Newspaper	26	25	25
Radio	10	15	18
TV	16	20	21
Magazine	13	14	18
Library	10	8	12
Book	16	17	12
Someone who works for a school	18	20	19
Someone who works for a business	17	30	30
Someone at social service or charity	17	3	9
Religious leader	11	8	11
Government person	29	22	30

Table 10. SOURCES OF INFORMATION BY ETHNICITY

	Asian	Black	Hispanic	White & Other
Own thinking	100%	75%	66%	68%
Professional	33	23	36	31
Friend & Relative	60	49	52	48
Newspaper	33	38	11	27
Radio	20	12	9	16
TV	20	18	10	21
Magazine	33	11	8	16
Library	20	3	4	10
Book	47	10	11	15
Someone who works for a school	27	11	12	21
Someone who works for a business	40	21	18	28
Someone at social service or charity	7	4	8	11
Religious leader	0	6	6	11
Government person	13	17	17	28

Table 11. SOURCES OF INFORMATION BY RESIDENCE

	Rural	Urban
Own thinking	73%	70%
Professional	38	30
Friend & Relative	55	48
Newspaper	18	26
Radio	8	15
TV	18	19
Magazine	5	11
Library	8	9
Book	13	14
Someone who works for a school	8	19
Someone who works for a business	15	27
Someone at social service or charity	8	10
Religious leader	15	9
Government person	13	25

Table 12. SOURCES OF INFORMATION BY EDUCATION

	1-11 Years	12 Years	13+ Years
Own thinking	62%	69%	77%
Professional	26	28	35
Friend & Relative	53	44	51
Newspaper	22	25	28
Radio	11	11	19
TV	14	18	22
Magazine	13	12	18
Library	5	7	13
Book	10	10	20
Someone who works for a school	13	15	25
Someone who works for a business	17	27	30
Someone at social service or charity	9	9	10
Religious leader	9	10	10
Government person	18	20	31

In addition, the respondents found the sources they used to obtain information were reasonably good in providing answers. The frequency distribution for Question 28--"Did you attempt to get an answer from . . . your own thinking or past experience . . . something a professional told you," etc.--located on page 12 of Appendix E indicates whether or not the respondent used that particular source and if he or she received "all," "part" or "none" of the information needed to answer his or her question. By focusing only on those who said they used a particular source of information, it was possible to determine the effectiveness of that source by seeing what percent received all, part, or none of the information need to answer his or her question. These calculations are presented below:

Sources Used	None	Part	All	
Own thinking	11%	63%	26%	(N=149)
Professional	3%	57%	41%	(N= 79)
Friends & Relative	4%	79%	17%	(N=101)
Newspaper	7%	81%	12%	(N= 42)
Radio	17%	78%	4%	(N= 23)
TV	13%	78%	9%	(N= 32)
Magazine	4%	87%	9%	(N= 23)
Library	18%	65%	18%	(N= 17)
Book	6%	72%	22%	(N= 32)
Someone who works for a school	7%	71%	21%	(N= 42)
Someone who works for a business	6%	71%	23%	(N= 52)
Someone at social service or charity	20%	67%	13%	(N= 15)
Religious leader	8%	71%	21%	(N= 24)
Government person				

It can be seen that charity (20%), libraries (18%), and radio (17%) were more likely to provide "none" of the information; magazines (87%), friends, neighbors and relatives (79%) and radio and TV (78%) were more likely to provide "part"; professionals (41%) and one's own thinking (26%) were more likely to provide "all" of the information needed.

Realizing that the current situations described might have been unusual, respondents were asked how they generally go about getting needed information. Question 29 (see Appendix E, page 14) asked the respondents--"When you need to get an answer to some question, where do you usually go?" Friends and relatives (42%) and books, magazines, newspapers and other printed materials (45%) were the sources used often; government agencies (41%) and libraries (36%) were most frequently mentioned as never being used.

The frequency with which Californians generally go to libraries for information also appeared related to certain personal characteristics, such as income and race. The variables measuring these demographic characteristics (age, ethnicity, education and income) were crosstabulated with the questionnaire item measuring the source and frequency of information seeking behavior (Question 29). These results are presented in Tables 13 to 25.

In terms of income, 13 percent of the low income group said they often go to a library when information is needed compared with 27 percent of the high income group. The percentage of respondents, in terms of ethnicity, who stated they never use a library to seek information are as follows: 51% Hispanics, 46% Blacks, 32% Whites and Others, 24% Asians. Library use appears to be negatively associated with age. Of the respondents 14-24 years of age, 27% use the library often and 31% never use the library. Among the respondents age 55 and over, these figures are 14% and 55% respectively. It would appear as though library use is positively associated with education--those who are more educated are more likely to use the library facilities than those who are less educated. Of the respondents who have had less than a high school education, 12% use the library often and 56% never use the library. However, respondents who have had 13 years of education or more report they use the library often, and only 19% never use the library.

Table 13. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS AGE 14 TO 24 YEARS

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	59%	38%	2%
Seek information at an appropriate government office or agency?	7	37	56
Obtain information from television or radio?	26	52	22
If you have a need for information go to a library?	27	43	31
Look up information in books, magazines, newspapers and other printed materials?	41	44	15
Where do you generally get this material?			
Buy or subscribe			67%
Borrow from another person			53
Borrow or use at library			55

Table 14. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS AGE 25 to 54 YEARS

		Do you	
	Often	**Sometimes**	**Never**
Ask a friend or relative for the information you need?	42%	45%	13%
Seek information at an appropriate government office or agency?	15	50	35
Obtain information from television or radio?	21	55	25
If you have a need for information go to a library?	22	46	32
Look up information in books, magazines, newspapers and other printed materials?	51	39	10
Where do you generally get this material?			
Buy or subscribe			85%
Borrow from another person			45
Borrow or use at library			54

Table 15. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS AGE 55 YEARS AND OLDER

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	27%	53%	20%
Seek information at an appropriate government office or agency?	15	47	39
Obtain information from television or radio?	25	46	29
If you have a need for information go to a library?	14	31	55
Look up information in books, magazines, newspapers and other printed materials?	41	41	19
Where do you generally get this material?			
Buy or subscribe			85%
Borrow from another person			31
Borrow or use at library			38

Table 16. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF ASIAN-AMERICAN RESIDENTS

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	60%	32%	8%
Seek information at an appropriate government office or agency?	20	40	40
Obtain information from television or radio?	20	56	24
If you have a need for information go to a library?	20	56	24
Look up information in books, magazines, newspapers and other printed materials?	44	40	16
Where do you generally get this material?			
Buy or subscribe			81%
Borrow from another person			43
Borrow or use at library			57

Table 17. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF BLACK RESIDENTS

		Do you	
	Often	Sometimes	Never
Ask a friend or relative for the information you need?	32%	55%	13%
Seek information at an appropriate government office or agency?	11	33	56
Obtain information from television or radio?	21	46	34
If you have a need for information go to a library?	12	42	46
Look up information in books, magazines, newspapers and other printed materials?	37	41	22
Where do you generally get this material?			
Buy or subscribe			83%
Borrow from another person			28
Borrow or use at library			25

Table 18 . SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF HISPANIC-AMERICAN RESIDENTS

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	52%	38%	10%
Seek information at an appropriate government office or agency?	7	40	54
Obtain information from television or radio?	23	48	30
If you have a need for information go to a library?	22	28	51
Look up information in books, magazines, newspapers and other printed materials?	37	38	26
Where do you generally get this material?			
Buy or subscribe			73%
Borrow from another person			52
Borrow or use at library			53

Table 19. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF WHITE AND OTHER RESIDENTS

		Do you	
	Often	**Sometimes**	**Never**
Ask a friend or relative for the information you need?	42%	46%	12
Seek information at an appropriate government office or agency?	14	50	36
Obtain information from television or radio?	23	55	22
If you have a need for information go to a library?	24	44	32
Look up information in books, magazines, newspapers and other printed materials?	51	41	8
Where do you generally get this material?			
Buy or subscribe			81%
Borrow from another person			46
Borrow or use at library			55

Table 20. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS WITH 1-11 YEARS OF FORMAL EDUCATION

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	45%	41%	15%
Seek information at an appropriate government office or agency?	7	33	61
Obtain information from television or radio?	31	44	26
If you have a need for information go to a library?	12	32	56
Look up information in books, magazines, newspapers and other printed materials?	38	38	24
Where do you generally get this material?			
Buy or subscribe			22%
Borrow from another person			45
Borrow or use at library			36

Table 21. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS WITH 12 YEARS OF FORMAL EDUCATION

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	43%	46%	11%
Seek information at an appropriate government office or agency?	11	45	45
Obtain information from television or radio?	16	53	30
If you have a need for information go to a library?	14	42	44
Look up information in books, magazines, newspapers and other printed materials?	37	48	14
Where do you generally get this material?			
Buy or subscribe			33%
Borrow from another person			42
Borrow or use at library			43

Table 22. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS WITH 13 OR MORE YEARS OF FORMAL EDUCATION

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	42%	47%	11%
Seek information at an appropriate government office or agency?	19	54	27
Obtain information from television or radio?	23	57	20
If you have a need for information go to a library?	33	48	19
Look up information in books, magazines, newspapers and other printed materials?	58	35	7
Where do you generally get this material?			
Buy or subscribe			44%
Borrow from another person			46
Borrow or use at library			64

Table 23. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS EARNING $7,999 OR LESS

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	43%	46%	11%
Seek information at an appropriate government office or agency?	12	40	48
Obtain information from television or radio?	21	52	28
If you have a need for information go to a library?	13	34	54
Look up information in books, magazines, newspapers and other printed materials?	36	43	21

Where do you generally get this material?

Buy or subscribe	76%
Borrow from another person	36
Borrow or use at library	41

Table 24. SOURCES AND FREQUENCY OF INFORMATION SEEKING BEHAVIOR OF RESIDENTS EARNING $8,000 TO $19,999

	Often	Do you Sometimes	Never
Ask a friend or relative for the information you need?	41%	48%	10%
Seek information at an appropriate government office or agency?	14	49	37
Obtain information from television or radio?	23	53	24
If you have a need for information go to a library?	24	45	31
Look up information in books, magazines, newspapers and other printed materials?	49	39	12
Where do you generally get this material?			
Buy or subscribe			82%
Borrow from another person			46
Borrow or use at library			59

Table 25. SOURCES AND FREQUENCY OF
INFORMATION SEEKING BEHAVIOR
OF RESIDENTS EARNING $20,000+

		Do you	
	Often	Sometimes	Never
Ask a friend or relative for the information you need?	45%	42%	13%
Seek information at an appropriate government office or agency?	14	53	32
Obtain information from television or radio?	21	58	21
If you have a need for information go to a library?	27	43	30
Look up information in books, magazines, newspapers and other printed materials?	50	43	7
Where do you generally get this material?			
Buy or subscribe			85%
Borrow from another person			47
Borrow or use at library			53

What kinds of current situations result in citizens having information needs? Information needs are directly tied to the situations which produce them. The 646 completed interviews with Californians resulted in 3,869 situations which respondents had faced in the last month. (This figure was derived by summing the number of unaided situations mentioned in Questions 1 through 4 and the number of aided situations mentioned in Questions 5 through 18). While the situations do not necessarily reflect information needs, knowing something about situations is useful to those providing information services. The knowledge that consumer issues are persistent and major situations, may help providers of information anticipate the types of questions which may be asked of them.

Of all the situations mentioned by the respondents, the greatest number had to do with money and consumer matters as shown below in Table 26.

Table 26. FREQUENCY OF SITUATIONS MENTIONED, BY NUMBER AND PERCENT

Situation	Number	Percent
Money matters	394	10
Consumer issues	390	10
Housing or home care	376	10
Health	368	10
Job-related issues	365	9
Transportation	302	8
Education	272	7
Neighborhood issues	261	7
Recreation, sports, or entertainment	257	7
Family relations	212	6
Crime and safety	203	5
Current events and news	159	4
Legal matters	136	4
Other situations	107	3
Child care	67	2
	3,869	100%

Although situations relating to money and consumer matters were the more frequently cited situations, (by all the respondents), a somewhat different picture emerges when controls are placed on the variables pertaining to the respondent's demographic characteristics. This is demonstrated in Tables 27 to 31.

These tables are the product of a series of crosstabulations of the situations mentioned in Questions 1 through 18 by the set of demographic variables: race, age, residence, income and education. An example will be presented here to illustrate the procedures by which a single figure in one of these tables was derived. Similar calculations were required for the remaining percentages.

It can be seen in Table 27 that the frequency with which neighborhood issues are mentioned by Asians is 24%. This figure was derived by:

1. crosstabulating Questions 1 through 4 (pertaining to the unaided situations) and Question 5 (the aided situation regarding neighborhood issues) by Question 40 (ethnicity)
2. summing the number of Asians in each of these five crosstabulations who mentioned a neighborhood situation
3. dividing the figure derived in step two by the number of Asians who mentioned any kind of a situation.

The resulting calculation indicates that, for the Asian population, the ratio between the number of neighborhood issues they mention and the number of Asians is approximately 24:100.

It may be seen, for example, that Blacks were twice as likely as Asians and Hispanics to mention situations regarding neighborhood issues (52% compared to 24% and 20%). Education and consumer issues were more frequently mentioned by Asians than by any other group. Among the White population, housing and home care situations were most often mentioned (86%); this is compared with 56%, 61%, and 40% for the Asian, Black and Hispanic populations, respectively.

Since the probability that respondents age 14-24 years are still receiving formal education is high, it would not be unexpected that education situations would be mentioned more frequently among this age group as opposed to the older age groups. This is supported by the figures in Table 28. It can be seen that education situations were most often mentioned by 14-24 year olds (71%), compared with 42% for the 25-54 year olds, and 11% for the 55+ group. Among the 25-54 year olds, money matters are most prominent (73%, compared with 50% and 49% for the younger and older age groups); and among the older respondents, health issues were most prominent (71%, compared with 40% and 49% for the two younger age classifications).

An association between rural/urban residence and situation appears evident in Table 29. It can be seen that housing, health, transportation, neighborhood issues, and crime were more likely to be mentioned by residents living in urban areas. Situations involving family relations were cited more frequently by rural residents (53% compared with 39%).

Health and money matters seem to be issues associated more with the lower income respondents than the middle or upper income respondents. For both the middle and the upper income respondents, job related situations were mentioned more frequently (67% and 63% respectively) than among the lower income respondents (43%).

In almost all cases the more educated respondents (13 or more years of formal education) were more likely than the lesser educated respondents to mention any kind of a situation. Especially in the areas of education (56%), money matters (72%) and consumer affairs (75%), the more educated were likely to have been recently involved in a situation.

Table 27. FREQUENCY OF SITUATIONS MENTIONED BY ETHNICITY

	Asian	Black	Hispanic	White & Other
Neighborhood issues	24%	52%	20%	43%
Consumer issues	76	61	40	64
Housing or home care	56	61	40	86
Job-related issues	64	59	61	55
Education	72	44	41	41
Health	24	63	52	59
Transportation	64	57	40	44
Rec., sports, enter.	40	37	33	42
Money matters	56	55	51	65
Child care	12	13	7	11
Family relations	36	30	33	39
Legal matters	24	18	23	21
Crime or safety	16	32	33	32
Current events and news	24	18	12	30

Table 28. FREQUENCY OF SITUATIONS MENTIONED BY AGE

	14- 24 yrs.	25- 54 yrs.	55 yrs. & Over
Neighborhood issues	32%	41%	48%
Consumer issues	50	66	60
Housing or home care	48	68	54
Job-related issues	67	68	21
Education	71	42	11
Health	40	49	71
Transportation	59	42	29
Rec., sports, enter.	40	44	32
Money matters	50	73	49
Child care	8	15	4
Family relations	22	41	30
Legal matters	24	23	13
Crime or safety	34	28	36
Current events and news	14	29	27

Table 29. FREQUENCY OF SITUATIONS MENTIONED BY RESIDENCE

	Urban	Rural
Neighborhood issues	46%	20%
Consumer issues	67	58
Housing or home care	66	38
Job-related issues	63	53
Education	48	24
Health	62	16
Transportation	53	36
Rec., sports, enter.	44	36
Money matters	67	62
Child care	11	13
Family relations	39	53
Legal matters	24	18
Crime or safety	36	11
Current events and news	28	18

Table 30. FREQUENCY OF SITUATIONS MENTIONED BY INCOME

	0-$7,999	$ 8,000 to $19,999	$20,000+
Neighborhood issues	40%	42%	40%
Consumer issues	51	65	69
Housing and home care	61	63	62
Job-related issues	43	67	63
Education	43	42	42
Health	71	57	51
Transportation	43	48	53
Rec., sports, enter.	35	38	49
Money matters	71	63	65
Child care	10	13	10
Family relations	40	40	38
Legal matters	24	20	25
Crime or safety	38	30	32
Current events and news	21	22	34

Table 31. FREQUENCY OF SITUATIONS MENTIONED BY EDUCATION

	1-11 Years	12 Years	13+ Years
Neighborhood issues	38%	29%	50%
Consumer issues	48	51	75
Housing or home care	48	51	69
Job-related issues	45	54	67
Education	35	32	56
Health	65	53	57
Transportation	37	44	56
Rec., sports, enter.	35	33	49
Money matters	52	55	72
Child care	6	10	13
Family relations	41	30	40
Legal matters	19	17	26
Crime or safety	35	27	33
Current events and news	15	18	36

The fact that certain situations were mentioned more or less frequently than others may not necessarily reflect the respondents' perceptions of the degree of importance of a particular situation. For example, although money matters were the most frequently mentioned situations (394 out of 3,869 total situations), money matters may or may not be the most "important" situations mentioned by the respondents. In Question 19b of the survey instrument, the respondents were asked to select the most important situation they had experienced in the past month. Since this variable was coded in such a manner as to reflect unaided and aided situations (i.e., whether the most important situation was mentioned in Questions 1 through 4, or in Questions 5 through 18), it was necessary to combine the codes reflecting the aided and unaided situations. The results of these computations are presented below. It can be seen that situations relating to jobs, money matters and health were most frequently cited as the most important situations. Next in order of importance were education, consumer issues, and family relations.

Situation	Number	Percent
Neighborhood issues	35	6%
Consumer issues	43	8
Housing or home care	38	7
Job-related issues	81	14
Education	45	8
Health	71	12
Transportation	32	6
Rec., sports, enter.	19	3
Money matters	74	13
Child care	7	1
Family relations	40	7
Legal matters	15	3
Crime or safety	35	6
Current events and news	12	2
Other situations	22	4
	569	100%

How are the citizens' situations, information needs and sources linked?

Thus far, situations, needs and sources have been discussed as discrete categories, or in relation to certain demographic characteristics of the respondents. However, further analyses were carried out to determine if situations, needs and sources were conceptually linked.

The citizens of California have information needs which arise out of the everyday life situations in which they find themselves. In addition, they turn to various sources to seek answers to the questions which arise in their situations. This information is summarized in the table entitled "Conceptual Framework of the Study," Table 32.

It should be clearly noted that causal linkages are not implied between everyday life situations, types of questions (needs), and information sources. Rather, situations, needs, and sources were simply rank ordered and presented in descending order, as has been previously shown in Tables 26 , 2 , and 7 respectively.

To determine how situations were related to information needs, the sum of the aided and unaided situations (Questions 1 through 18) were cross-classified with the six information needs most often mentioned by the respondents:

- What's going on, how will things turn out? (Q. 22d)
- Can I get some information about the situations, what information can I get? (Q. 22m)
- When or where can I do something? (Q. 22h)
- Am I alone, is anyone listening, is anyone aware, does anyone else agree with me? (Q. 22p)
- What do I really want, what are my priorities? (Q. 22f)
- What are my options, what's the best choice to make the best thing to do? (Q. 22e)

The results of this crosstabulation are presented in Table 33. It can be seen, for example, that of those individuals who mentioned a neighborhood issue, 92% asked themselves -- "What's going on, how will things turn out?"

Table 32. CONCEPTUAL FRAMEWORK OF THE STUDY

Everyday Life Situations	Types of Questions	Information Sources
Money matters	What's going on, how will things turn out?	Own experience or thinking
Consumer issues	What are my options, what's the best choice to make, the best thing to do?	Friend, neighbor or relative
Housing or home care	What do I really want, what are my priorities?	Professional
Health	When or where can I do something?	Store, company or business
Job-related issues	Can I get some information about the situation, what information can I get?	Newspaper
Transportation	Am I alone/is anyone listening/ is anyone aware, does anyone agree with me?	City, county, state or federal government
Education	If I do this particular thing, what will happen?	Television
Neighborhood issues	What sources or services are available?	Educator
Recreation/sports/ entertainment	What are my own motives, feelings, or reasons?	Magazine
Family relations	Are there other ways I can think about this situation?	Radio
Crime or safety	How do I fit in, what is my role?	Book
Current events and news	What are someone else's motives, feelings or reasons?	Religious leader
Legal matters	What happened in the past, what caused this to happen?	Social service agency or charity
Child care	How can I fight back?	Library
	What are the rules, regulations, or laws?	
	How can I get around all the red-tape in the bureaucracy?	
	What do others want me to do?	

Table 33. INFORMATION NEEDS BY SITUATIONS

	Q.22d Turnout	Q.22e Options	Q.22f Priority	Q.22h Cando	Q.22m Getinfo	Q.22p Alone
Neighborhood issues	92%	68%	71%	76%	64%	71%
Consumer issues	73	81	84	63	71	78
Housing and home care	91	90	80	82	75	63
Job-related issues	86	83	71	76	73	56
Education	94	82	86	69	86	52
Health	93	86	70	78	70	51
Transportation	65	65	50	64	64	57
Rec., sports, enter.	75	67	67	42	58	58
Money matters	84	82	74	74	60	51
Child care	80	100	40	100	50	80
Family relations	77	71	53	82	69	53
Legal matters	100	100	38	100	75	86
Crime or safety	62	100	64	60	57	57
Current events and news	90	62	80	46	73	67

In order to examine the linkages between situation and source of information, sources were grouped into three types:

- Personal or primary

  own thinking or past experience
  friend, neighbor or relative

- Institutional

  professional
  school
  religious leader
  library
  social service or charity
  governmental

- Media

  newspaper
  TV
  magazine
  books
  radio

This resulted in a range of frequency of use for each category.

Next, the combined variables were cross-classified by the situations mentioned by the respondents. These results are presently in Tables 34 to 36. In general, the sources to which the individuals most often turned for answers to their questions were their primary or personal sources and those to which they least often turned were their institutional ones. However, when looking at the three categories of information sources for each of the situations mentioned, certain patterns emerged.

- Situations in which media sources were most likely mentioned:
  - Current events and news
  - Consumer issues
  - Education
- Situations in which institutional sources were most likely mentioned:
  - Education
  - Health
- Situations in which personal sources were most likely mentioned:
  - Neighborhood issues
  - Consumer issues
  - Transportation
  - Money matters
  - Current events and news
  - Legal matters

As can be seen in Table 34, Media Sources were frequently utilized (67%) in a situation involving current events or news. Similarly in Table 35, health and education situations were most often associated with institutional sources. And, finally, neighborhood and consumer issues were frequently associated with the use of personal information sources.

Finally, use of the library (as measured by the responses to Question 28h) was cross-classified by the most important situations in which people found themselves (Question 19b). Since Question 19b was coded in a manner to reflect aided and unaided situations, it was necessary to combine response categories to this question prior to the cross-classification (e.g., code 105 reflecting an unaided mention of a neighborhood issue was combined with code 205 reflecting an aided mention of a neighborhood issue to determine the total number of neighborhood situations). In a similar manner, the two sets of responses to Question 28h were combined to determine the total number of respondents who utilized the services of the library. The results of the final cross-classification are presented in Table 37. While the general tendency of the Californians was to utilize sources of information other than libraries, there were particular situations in which the respondents used the library as a source of information. Specifically, these were in legal, educational, and job or work related situations. The library was never mentioned as an information source in child care and current events or or news situations, and almost never mentioned as an information source in crime and housing situations.

Table 34. SITUATION BY FREQUENCY OF THE USE OF MEDIA SOURCES OF INFORMATION

	Frequency of Use		
	High	Low	
Neighborhood issues	25%	75%	(N=30)
Consumer issues	32	68	(N=34)
Housing and home care	9	91	(N=32)
Job-related issues	19	81	(N=62)
Education	29	71	(N=34)
Health	12	88	(N=51)
Transportation	19	82	(N=27)
Rec., sports, enter.	14	86	(N=14)
Money matters	20	80	(N=45)
Child care	0	100	(N= 7)
Family relations	3	97	(N=31)
Legal matters	11	89	(N= 9)
Crime or safety	0	100	(N=12)
Current events and news	67	33	(N=8)

Table 35. SITUATION BY FREQUENCY OF THE USE OF INSTITUTIONAL SOURCES OF INFORMATION

	Frequency of Use			
	High	Medium	Low	
Neighborhood issues	13%	26%	61%	(N=31)
Consumer issues	21	34	45	(N=38)
Housing and home care	9	56	34	(N=32)
Job-related issues	20	51	30	(N=61)
Education	27	40	33	(N=30)
Health	23	64	13	(N=56)
Transportation	7	45	48	(N=29)
Rec., sports, enter.	7	21	71	(N=14)
Money matters	15	46	39	(N=59)
Child care	0	43	57	(N= 7)
Family relations	15	42	42	(N=33)
Legal matters	17	42	42	(N=12)
Crime or safety	14	43	43	(N=14)
Current events and news	0	50	50	(N= 6)

Table 36. SITUATION BY FREQUENCY OF THE USE OF PERSONAL AND PRIMARY SOURCES OF INFORMATION

	Frequency of Use			
	High	Medium	Low	
Neighborhood issues	40%	60%	0%	(N=28)
Consumer issues	41	30	30	(N=37)
Housing and home care	35	45	21	(N=29)
Job-related issues	37	42	17	(N=65)
Education	33	39	27	(N=33)
Health	33	37	30	(N=54)
Transportation	48	36	16	(N=25)
Rec., sports, enter.	29	43	29	(N=14)
Money matters	47	41	12	(N=58)
Child care	20	40	40	(N= 5)
Family relations	36	43	21	(N=28)
Legal matters	46	46	9	(N=11)
Crime or safety	36	36	27	(N=22)
Current events and news	50	36	14	(N=14)

Table 37. PERCENTAGE OF RESPONDENTS WHO USED THE LIBRARY AS A SOURCE OF INFORMATION, BY SITUATION

Situation	Percent	N
Neighborhood	6	33
Consumer	8	39
Housing	3	34
Work	13	69
Education	14	36
Health	11	46
Transportation	10	31
Recreation	7	14
Money	12	52
Child Care	0	7
Other Family Relationships	12	34
Legal Matters	15	13
Crime or Safety	5	22
Current Events and News	0	7
Other	0	19

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APPENDIX A

INTRODUCTION:
(IF CHILD ANSWERS
DOOR, ASK TO SPEAK
TO FATHER OR MOTHER)

Hello, my name is ____________________ and I am working for King Research, Inc. on a study for the State of California. We are asking people throughout the State their opinions on a variety of everyday situations. Some 1000 residents of California will participate in this project. The responses to this questionnaire will be used to help California make decisions on how best to improve the services required to meet the needs of residents.

USE AS MANY OF THE FOLLOWING AS NECESSARY

*All answers will be kept confidential and anonymous. Your answers will be combined with answers from all other respondents.

*This letter of introduction from the Governor's Office will be left with you after the interview in case you have questions you'd like to ask about the study.

*Your household was chosen randomly because it's important that we get answers from a representative group of California residents.

RESPONDENT SELECTION

My instructions specify that I should interview a certain person in the household if that person is available.

May I please speak to the male head of the household?

REPEAT INTRODUCTION

IF NO, I would like to speak to a member of this household whose age is 14-24 years of age.

REPEAT INTRODUCTION

IF NO, I would like to speak to the female head of the household.

REPEAT INTRODUCTION

IF NO, Is there any other household member over age 24 that I could speak with?

REPEAT INTRODUCTION

IF NO ONE AGED 14 YEARS OR OLDER IS HOME, THANK THE PERSON AND SUGGEST YOU WILL CALL BACK AT ANOTHER TIME. ASK ABOUT A GOOD TIME.

TIME INTERVIEW
BEGAN_____ AM
PM

EXPLAIN INTERVIEW

Before we start, let me tell you a little bit about this interview. It has two sections. In the first, we ask you to identify a variety of situation that you've faced in the past month. In the second, we ask you to discuss one of these situations. There are no right or wrong answers. What's important is that you tell us about the situations you face in everyday life so we can understand how you personally see them. As you talk, I will be writing down your comments.

SECTION 1: IDENTIFICATION OF SITUATIONS

1. Please start by identifying the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

2. Are there any other such situations that occurred in the last month that come to mind?

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

3. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE

↓

GO TO
Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

4. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE

↓

GO TO
Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

5. What I'm going to do now is name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?

____NO

↙

GO TO
Q 6

____YES

Would you describe that situation for me?

____

____

____

____

6. How about in the consumer area - for example, buying products or services, using them, paying for them?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

7. How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

8. How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on....?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 9

9. How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on...?

____NO ____YES

Would you describe that situation for me?

10. How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on...?

____NO ____YES

Would you describe that situation for me?

11. How about transportation--trying to get from one place to another, buying a car, repairing one, and so on...?

____NO ____YES

GO TO
Q 12

12. How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?

_____NO

_____YES

Would you describe that situation for me?

13. How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on...?

_____NO

_____YES

Would you describe that situation for me?

14. How about child care -- obtaining child care, paying for child care and so on...?

_____NO

_____YES

Would you describe that situation for me?

GO TO
Q 15

15. How about other family relationships such as those involving brothers, sisters, spouse or parents?

_____NO

_____YES

Would you describe that [illegible] for me?

____

____

____

____

16. How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

17. How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

18. How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, political activity, general news items, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

GO TO
Q 19

79

SECTION 2: ANALYSIS OF SITUATIONS

19. INTERVIEWER: CHECK BELOW THE NUMBER OF SITUATIONS NAMED BY R

____NONE	____ONE	____TWO OR MORE
GO TO PAGE 16 Q29	What we're going to do now is look at the situation you named in depth. GO TO Q20	At this point, I'd like to go back and review all the situations you've named so you can tell me which one was most important to you. BRIEFLY REVIEW ALL SITUATIONS NAMED ON PAGES 2 to 7 Which one of these is most important to you? [IT MAY NOT BE RESOLVED NOW.] What I'm going to do is write a brief description of that situation here so we can refer back to it easily.

PUT THE QUESTION # OF THE SELECTED SITUATION HERE:

____Q#

RECORD A BRIEF DESCRIPTION OF THE SITUATION HERE.
READ OUT LOUD AS YOU WRITE.

____

____

____

____

____

____

80

20. Now what I'd like you to do is to describe all the things that happened in this situation -- the things you thought or did, the things other people did or said, and the things that just happened. PAUSE You should start with the very first event and then tell me the things that happened step by step working your way up to the present time or to the point where the situation ended. PAUSE Think back now to the first thing that happened. What was that?

STEP 1:

STEP 2: What happened next?

STEP 3: Next?

STEP 4: Next?

STEP 5: Next?

STEP 6: Next?

STEP 7: Next?

STEP 8: Then what happened?

STEP 9: Next?

STEP 10: Then?

STEP 11: Next?

STEP 12: Next?

STEP 13: Are there any other steps?
IF NO: PROCEED TO Q 21.
IF YES: I'm only going to record the steps so far but why don't you finish telling me about the remaining steps so the entire situation will be fresher in your mind?
KEEP PROBING WITH "NEXT" UNTIL STEPS ARE EXHAUSTED.

21. Let me check now...(This is a situation which is still going on/This is a situation that is in the past?)

________IN THE PAST ________STILL GOING ON

22. Whenever we're in situations like this there are always questions that we need answers to, things we want to learn or find out, things we want to make sense of, understand better, or just think about. In your situation did you want to know...**

		CIRCLE ANSWER		
a.	What sources or services are available?	No	Yes	DK
b.	What are the rules, regulations, or laws?	No	Yes	DK
c.	How do I fit in, what is my role?	No	Yes	DK
d.	What's going on, how will things turn out?	No	Yes	DK
e.	What are my options, what's the best choice to make, the best thing to do?	No	Yes	DK
f.	What do I really want, what are my priorities?	No	Yes	DK
g.	Are there other ways I can think about this situation?	No	Yes	DK
h.	When or where can I do something?	No	Yes	DK
i.	If I do this particular thing, what will happen?	No	Yes	DK
j.	What happened in the past, what caused this to happen?	No	Yes	DK
k.	What are someone else's motives, feelings, or reasons?	No	Yes	DK
l.	What are my own motives, feelings, or reasons?	No	Yes	DK
m.	Can I get some information about the situation, what information can I get?	No	Yes	DK
n.	Was the information helpful?	No	Yes	DK
o.	What do others want me to do?	No	Yes	DK
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	No	Yes	DK
q.	How can I get around all the red-tape in the bureaucracy?	No	Yes	DK
r.	How can I fight back?	No	Yes	DK

**IF RESPONDENT APPEARS TO BE LOSING THE TRAIN OF THOUGHT, REPEAT "In your situation did you want to know..." AS IN LEAD IN TO a.

23. We've just gone through a list of general questions that people often want answers to in situations. What I'd like now is for you to tell me the specific questions you had in your situation. We're going to do this by going back to the step-by-step description of your situation that you gave me just a while ago.

FIX QUESTIONNAIRE SO YOU CAN RETURN TO PAGE 9 FREQUENTLY

Recall that you said that what happened at the first step in your situation was:

READ STEP 1 ON PAGE 9 **

Did you have any questions you needed answers to, things you wanted to learn or find out, things you wanted to make sense of, understand better, or just think about at this point in your situation?

CHECK ANSWER BELOW

**At the next step in your situation you said this happened: READ NEXT STEP Did you have any questions you needed answers to at this step? /IF YES/ What were they? PROBE: Any Others?

REPEAT ** UNTIL ALL STEPS ON PAGE 9 ARE COVERED. OCCASIONALLY REPEAT THE FULL PATTERN FROM * ABOVE

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
1	↓	→		
2	↓	→		
3	↓	→		
4	↓	→		
5	↓	→		
6	↓	→		
7	↓	→		

(CONTINUED ON NEXT PAGE)

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
8	↓	→		
9	↓	→		
10	↓	→		
11	↓	→		
12	↓	→		

24. Of the questions you had which do you feel was the most important one?

RESTATE QUESTION:

25. Did you ever succeed in getting an answer to this question? Would you say it was: /CHECK WITH X/

READ RESPONSES

_____Not answered at all

_____Partially answered

_____Entirely answered

_____Not answered at present

THIS COLUMN IF: THE RESP. Q NOT ANSWERED AT ALL OR NOT ANSWERED AT PRESENT

26. If you had been able to get an answer to this question, how much do you think that answer would have helped you? Would you say...

___not at all
___don't know
(GO TO P. 14)

___a little
___a lot

27. Would the answer to this question have helped you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
m. allow you to know the ideas and opinions of others?			

/GO TO PAGE 14/

THIS COLUMN IF: RESP. Q PARTIALLY OR ENTIRELY ANSWERED

26a. Did you get the answer to this question before you actually needed it, at the time you needed it, or too late?

___before
___at the time
___too late

26b. When you got the answer to this question, how much did the answer help you? Would you say

___not at all
(GO TO P. 15)

___a little
___a lot

27. Did the answer to this question help you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
n. allow you to know the ideas and opinions of others?			

/GO TO PAGE 15/

THIS PAGE IF: THE
RESP. Q NOT ANSWERED AT ALL
OR NOT ANSWERED AT PRESENT

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer or part of an answer from...	DK	NO	YES
a. your own thinking or past experience?			
b. something a professional (like a doctor or lawyer or social worker) told you?			
c. something a friend, neighbor, or relative told you?			
d. something you read in the newspaper?			
e. something you heard on the radio?			
f. something you saw or heard on TV?			
g. something you read in a magazine?			
h. something you got from a library?			
i. something you read in a book? Where did you get the book?____________________			
j. something told you by someone who works for a school or college?			
k. something told you by someone who works for a store or company or business?			
l. something told you by someone who works for a social service agency or a charity?			
m. something told you by a religious leader?			
n. something told you by someone who works in the city, county, state, or federal government?			

GO TO Q 29, PAGE 16.

THIS PAGE IF:
RESP. Q PARTIALLY OR ENTIRELY ANSWERED

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer from...	DK	NO	YES	IF YES: Did you succeed in getting all of the answer by doing this, part of it, or none of it?		
				ALL (2)	PART (1)	NONE (0)
a. your own thinking or past experience?						
b. something a professional (like a doctor or lawyer or social worker) told you?			→			
c. something a friend, neighbor, or relative told you?			→			
d. something you read in the newspaper?			→			
e. something you heard on the radio?			→			
f. something you saw or heard on TV?			→			
g. something you read in a magazine?			→			
h. something you got from a library?			→			
i. something you read in a book? Where did you get the book? ____________			→			
j. something told you by someone who works for a school or college?			→			
k. something told you by someone who works for a store or company or business?			→			
l. something told you by someone who works for a social service or charity?			→			
m. something told you by a religious leader?			→			
n. something told you by someone who works in city, county, state, or federal government?			→			

29. Several groups in the state are interested in helping people find information. I want to ask you some questions about how you go about getting information you need.

When you need to get an answer to some question, where do you usually go? (ASK EACH FOLLOWING QUESTION)

a. Do you often -- sometimes -- or never ask a friend or relative for the information you need?
(PLACE CHECK IN BOX)

b. What about government offices? Do you often, sometimes, or never seek information at an appropriate government office or agency?
(PLACE CHECK IN BOX)

c. Do you often, sometimes or never obtain information from television or radio?
(PLACE CHECK IN BOX)

d. If you have a need for information do you often, sometimes or never go to a library?
(PLACE CHECK IN BOX)

e. Do you often, sometimes or never look up information in books, magazines, newspapers and other printed material?
(PLACE CHECK IN BOX)

O	S	N	NR

GO TO Q. 30

Where do you generally get these materials?
(ASK EACH CATEGORY AND CHECK ALL THAT APPLY)

___ Buy or subscribe
___ Borrow from another person
___ Borrow or use at library
___ Other (specify) ____________

____

SECTION 3: DEMOGRAPHICS

Finally, we need to ask a few questions about you and your household so we can determine what groups of people have different problems and concerns. Please remember that your answers are confidential and will be used only in combination with those of other respondents.

30. How many people 14 years and older... live in your household?
/GET SPECIFIC NUMBER/

_______ persons

31. How many children...people under 14...live in your household?

_____children

32. What was the highest grade you completed in school? /CIRCLE ANSWER/

Elementary: 1 2 3 4 5 6 7 8

High School: 9 10 11 12

College: 13 14 15 16

Post-grad: 17+

33. Are your living quarters owned or rented? /CHECK ANSWER/

_____owned or being bought

_____rented

_____other (specify)______________________________

34. Which of the following categories apply to you?
READ THE FOLOWING CATEGORIES TO THE RESPONDENT

_____ 14-18 years
_____ 19-24 years
_____ 25-54 years
_____ 55-64 years
_____ 65+ years

DO NOT ASK --

HAND CARD TO RESPONDENT

35. Can you tell me the category on the card that corresponds to your total family income from all sources last year?

/CIRCLE RESPONSE/

A. Under $4,000
B. $4,000-$7,999
C. $8,000-$11,999
D. $12,000-$14,999
E. $15,000-$19,999
F. $20,000-$29,999
G. $30,000-$39,999
H. $40,000 and over
I. Refused/Don't know

36. Do you have access to an automobile?

____Yes ____No

37. Do you have access to public transportation?

____Yes ____No

38. Do you have a telephone in your home?

____Yes ____No

/INTERVIEWER: PLEASE ANSWER THE FOLLOWING BY OBSERVATION, IF POSSIBLE/

39. Sex of respondent:

____MALE

____FEMALE

40. Racial/ethnic origin of respondent: (If unable to determine visually, ask the respondent)

____Asian American ____Native American

____Black ____White

____Hispanic American ____Other (Explain)________

____

TIME INTERVIEW COMPLETED 99 A.M. P.M.

CLOSING STATEMENT TO RESPONDENT

I want to thank you very much for your time and patience. You have helped me very much. . . and I think the results of this whole project will eventually make it easier for average citizens to deal with their everyday situations.

I'd like to leave my letter of introduction with you in case you want to contact the study directors to obtain a copy of the final report -- or simply to talk to them.

INTRODUCCIÓN:

(SI UNA CRIATURA ABRE LA PUERTA, PIDA HABLAR CON LA MADRE O EL PADRE)

Hola, mi nombre es ________________ y trabajo para la compania King Research que está haciendo un estudio para el Gobernador de California, obteniendo las opiniones de la gente a través del estado sobre una variedad de situaciones que surgen en la vida cotidiana. Unos mil residentes de California participarán en este proyecto. Las respuestas serán usadas por el estado de California para decidir cómo mejorar los servicios necesarios de sus residentes.

USE TANTO DE LO SIGUIENTE COMO SEA NECESARIO

* Todas las respuestas son confidenciales y anónimas. Sus respuestas seran juntadas a las respuestas de los demás participantes.

* Al final de la entrevista le dejaremos esta carta de introducción a la oficina del Gobernador, por si acaso Ud. desea averiguar más sobre este estudio.

Su domicilio fué elegido por casualidad porque es importante obtener respuestas de un grupo represetativo de gente residente en California.

SELECCIÓN DEL ENTREVISTADO

Mis instrucciones expresamente mencionan que debo tratar de entrevistar a ciertas personas de la casa si es posible.

¿Por favor, podría hablar con el padre de la familia?

REPITA LA INTRODUCCIÓN

SI NO, ¿Podría hablar con un miembro de la familia mayor de 14 y menor de 24 años?

REPITA LA INTRODUCCIÓN

SI NO, ¿Podría hablar con la señora de la casa?

REPITA LA INTRODUCCIÓN

SI NO, ¿Hay algun otro miembro de la familia mayor de 24 años con quien yo podría hablar, por favor?

REPITA LA INTRODUCCIÓN

SI NO HAY NADIE EN CASA MAYOR DE 14 AÑOS, AGRADEZCA GENTILMENTE E INDIQUE QUE PIENSA VOLVER A UNA HORA MÁS APROPIADA. PREGUNTE QUÉ HORA SERÍA MÁS CONVENIENTE.

HORA EN QUE COMENZÓ LA ENTREVISTA ________ AM
PM

EXPLIQUE LA ENTREVISTA

Antes de empezar, permítame que le explique algo sobre esta entrevista. Está dividida en dos partes. En la primera, le pedimos que Ud nombre varias situaciones en las que se ha encontrado en el mes pasado. En la segunda parte analizaremos una de esas situaciones en detalle. No habrán respuestas correctas o incorrectas. Lo importante es que Ud nos diga qué situaciones encuentra en su vida diaria para darnos a entender como le afectan a Ud personalmente. Mientras Ud habla yo escribiré sus comentarios.

SECCION I: IDENTIFICACIÓN DE SITUACIONES.

1. Comenzemos por identificar el tipo de situaciones en que Ud se ha encontrado en el mes pasado. Quizás tuvo que tomar una decisión, librarse de una preocupación, encontrar la respuesta a una pregunta, resolver un problema o tratar de comprender algo. Ud comprende que esas situaciones pueden ser tanto buenas como malas. Lo importante es que le dieron algo que pensar. Comenzemos entonces por una breve descripción de la primera situación de este tipo de la cual Ud se acuerda. Pudo haber ocurrido en su casa, en la escuela, en el trabajo o en cualquier otro lugar.

______ NINGUNA   SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

VAYA A LA PREGUNTA 5.   ______________________________

____

____

____

2. ¿Se acuerda Ud de otras situaciones de este tipo en el mes pasado?

________ NINGUNA SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

____

____

VAYA A PREGUNTA 5. ____

____

3. ¿Se acuerda Ud de otras situaciones de ese tipo en el mes pasado? Acuérdese que se trata de situaciones tanto buenas como malas que le han dado algo que pensar.

________ NINGUNA SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

____

____

VAYA A PREGUNTA 5 ____

____

4. ¿Se acuerda de otras situaciones de este tipo en el mes pasado? Acuérdese que se trata de situaciones tanto buenas como malas que le han dado algo que pensar.

________ NINGUNA SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

____

____

VAYA A PREGUNTA 5 ____

____

5. Lo que voy a hacer ahora es nombrar temas bajo los cuales caen las situaciones de las cuales hemos hablado. Empezemos por cuestiones

pertenecientes al vecindario. ¿En su trato diario con los vecinos, pongamos discutiendo cuestiones del vecindario, o aun explorando un nuevo vecindario, se ha encontrado Ud en alguna situacion que le ha dado algo que pensar?

__________ NO   __________ SÍ

¿Me podría describir la situación?

____

____

____

____

6. ¿Qué tal, bajo el tema del consumidor, por ejemplo al comprar productos, obtener servicios, usar productos y pagar por ellos?

__________ NO   __________ SÍ

¿Me podría describir la situación?

____

____

____

____

7. ¿Qué tal bajo el tema de la vivienda o del mantenimiento de una casa,-- por ejemplo, al obtener vivienda, comprar o vender una casa, tratar con el dueño, cuidar de una casa o del jardín, hacer mejoras, etc.?

__________ NO   __________ SÍ

¿Me podria describir la situación?

____

____

____

____

8. ¿Qué tal bajo el tema del trabajo -- al obtener trabajo y mantenerlo, al emprender una tarea, al tratar con quejas sobre el trabajo, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

9. ¿Qué tal con respecto al tema de la educación -- al sufragar los estudios, cumplir con los deberes, buscar las escuelas o clases apropiadas, tratar con administradores o maestros, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

10. ¿Qué tal con respecto al tema de la salud? Se ha encontrado Ud en la situación de tener que cuidar de su propia salud o la de otros, de tratar de obtener cuidado o consejo médico, de pagar por ese cuidado, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

11. ¿Qué tal con respecto al tema del tránsito -- al tratar de ir de un lado a otro, al comprar un automóvil, al repararlo, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

12. ¿Qué tal con respecto a la recreación, sport y entretenimiento -- al buscar recreación, algo que hacer, planear una vacación, ocuparse en actividades durante las horas libres?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

13. ¿Qué tal con respecto a cuestiones monetarias -- al pagar impuestos, obtener préstamos, planear la jubilación, pagar cuentas, invertir plata, vivir dentro del presupuesto, obtener ayuda financiera, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

14. ¿Qué tal con respecto al cuidado de los niños -- al obtener cuidado, pagar por él, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

15. ¿Qué tal con respecto a otras cuestiones de familia -- como por ejemplo aquellas que tienen que ver con hermanos, hermanas, esposos o padres?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

16. ¿Qué tal con respecto a cuestiones legales -- al obtener divorcio u otro contrato o consejo legal, al comprender las leyes, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

17. ¿Qué tal con respecto al crimen y la seguridad? ¿Ha estado en alguna situación en que fue víctima de un crimen o tuvo que verse con la policía?

__________ NO　　__________ SÍ

¿Me podría describir la situación?

____

____

____

____

18. ¿Qué tal con respecto a los acontecimientos diarios y a las noticias? ¿Ha estado Ud en alguna situación a raíz de la cual pensó participar en acontecimientos locales o nacionales o descubrió un interés en actividades políticas, acontecimientos generales, etc.?

__________ NO　　__________ SÍ

¿Me podría describir la situación?

____

____

____

____

SECCIÓN 2: ANÁLISIS DE LAS SITUACIONES.

19. ENTREVISTADOR: MARQUE ABAJO EL NÚMERO DE SITUACIONES NOMBRADAS POR EL ENTREVISTADO.

__________ NINGUNA　　__________ UNA　　__________ DOS O MÁS

VAYA A PREGUNTA 29

Lo que haremos ahora es mirar a la situación en detalle. Primero voy a escribir la descripción que Ud me dió en esta página para poder referirme a ella con facilidad.

Ahora quiero volver a mirar a las situaciones que me ha dado para que me diga cuál es la más importante para Ud.

HAGA UN REPASO RAPIDO DE TODAS LAS SITUACIONES ENTRE LAS P. 3-9.

¿Cuál de estas considera Ud la más importante?

NO SE RESOLVERÁ AHORA.

Lo que voy a hacer es escribir una breve descripción de esa situación aquí así puedo referirme a ella con facilidad.

PONGA EL NUMERO DE LA PREGUNTA ELEGIDA AQUÍ:

P # ____

BREVE DESCRIPCIÓN DE LA SITUACIÓN:

LEA EN VOZ ALTA MIENTRAS ESCRIBE:

20. Ahora lo que quiero que Ud haga es describirme en detalle todo lo que pasó en esa situación -- lo que Ud pensó y dijo, lo que otros dijeron o hicieron, y las cosas que simplemente sucedieron. Comienze al principio con el primer acontecimiento y cuénteme lo sucedido paso a paso hasta ahora o hasta el punto en que la situación se terminó. ¿Piense ahora qué fue lo primero que sucedió?

PASO 1:

PASO 2: ¿Qué paso después?

PASO 3: ¿Y después?

PASO 4: ¿Y después?

PASO 5: ¿Y después?

PASO 6: ¿Y después?

PASO 7: ¿Y después?

PASO 8: ¿Luego que pasó?

PASO 9: ¿Y después?

PASO 10: ¿Luego?

PASO 11: ¿Y después?

PASO 12: ¿Y después?

PASO 13: ¿Hay otros pasos?

SI NO PROCEDA A LA PREGUNTA 21

SI HAY, DIGA: Voy a escribir sólo estos pasos pero porqué no termina de contármelo todo así la situacion quedará mejor impresa en mi mente?

SIGA PREGUNTANDO "Y DESPUÉS" HASTA QUE SE TERMINEN TODOS LOS PASOS.

21. Déjeme ver ahora... ¿Esta situación aun sigue o ya ha pasado?

____________ HA PASADO ____________ AUN SIGUE

22. Cuando nos encontramos en situaciones de este tipo siempre hay preguntas que necesitan respuesta, algo que deseamos aprender o averiguar, entender o comprender mejor o simplemente pensar. ¿Quiero saber si Ud pensó en algunas de las siguientes preguntas a raíz de la situación que Ud me describió?

REPITA LAS PREGUNTAS SIGUIENTES CUANDO SEA NECESARIO. CIRCULE LA RESPUESTA

* En su caso quíso Ud saber:

a. ¿Qué expediente o servicio tiene a su disposición?	NO	SÍ
b. ¿Cuáles son las reglas, reglamentos o leyes?	NO	SÍ
c. ¿En qué posición me encuentro, qué papel juego?	NO	SÍ
d. ¿Qué es lo que está pasando en esta situación?	NO	SÍ
e. ¿Qué es lo que va a pasar, cómo van a salir las cosas?	NO	SÍ
f. ¿Qué es lo que puedo hacer, qué opciones tengo?	NO	SÍ
g. ¿Cuál es la mejor desición, lo mejor que se puede hacer?	NO	SÍ
h. ¿Qué deseo realmente, cuáles son mis prioridades?	NO	SÍ
i. ¿Hay otras maneras de ver esta situación?	NO	SÍ
j. ¿Cuando y adonde ocurrió eso?	NO	SÍ
k. ¿Cuando y adonde puedo hacer algo?	NO	SÍ
l. ¿Si hago ésto qué es lo que pasará?	NO	SÍ
m. ¿Qué pasó antes, a raíz de qué ocurrió ésto?	NO	SÍ
n. ¿Cuáles son los motivos, sentimientos o razones de los demás?	NO	SÍ
o. ¿Cuáles son mis propios motivos, sentimientos y razones?	NO	SÍ
p. ¿Puedo obtener información sobre esta situación?	NO	SÍ
q. ¿Qué información puedo obtener?	NO	SÍ
r. ¿De qué calidad fué la información que obtuve?	NO	SÍ
s. ¿Qué quieren los demás que yo haga?	NO	SÍ
t. ¿Se dan cuenta, me escucha alguien o estoy sólo?	NO	SÍ
u. ¿Está alguien de acuerdo conmigo?	NO	SÍ
v. ¿Cómo puedo encararme con las dificultades del burocratismo?	NO	SÍ
w. ¿Cómo puedo tomar una posición media en este conflicto?	NO	SÍ
X. ¿Cómo puedo defenderme?	NO	SÍ

23. Acabamos de ver una lista general de preguntas a las que a menudo la gente desea respuestas en esas situaciones. Lo que deseo ahora es que Ud me diga qué preguntas propias tuvo en su caso. Haremos esto repasando la situación que me describió anteriormente punto por punto.

ARREGLE SU CUESTIONARIO DE MODO QUE PUEDA VOLVER A LA PÁGINA 9
CON FRECUENCIA.

Se acuerda que lo primero que pasó en su caso fue: LEA PASO 1 EN LA P. 9.
*Tuvo alguna pregunta a la cual necesitó respuesta, algo que deseó aprender o averiguar, algo que deseó entender o comprender mejor o simplemente pensar a esta altura de la situación?

__________ NO   __________ SÍ

¿Qué preguntas tuvo? ESCRIBA LA RESPUESTA DEBAJO.
¿Qué otras preguntas tuvo?

** En el próximo paso Ud dijo lo siguiente: LEA EL PRÓXIMO PASO.
Tuvo preguntas que necesitaban respuesta a este punto?
SI LA RESPUESTA ES SÍ: ¿Cuáles fueron?
¿Qué otras preguntas tuvo?

REPITA ** HASTA CUBRIR TODOS LOS PUNTOS EN LA P.9. DE VEZ EN CUANDO REPITA TODO EL PÁRRAFO * DE ARRIBA.

PASO #	PREGUNTAS		CUÁLES FUERON?????????????????????????	
	NO	SÍ	1a PREGUNTA	2a. PREGUNTA.
1				
2				
3				
4				

PASO #	PREGUNTAS		¿CUÁLES FUERON?	
	NO	SÍ	ESPACIO PARA LA 1a. PREGUNTA	ESPACIO PARA LA 2a. P.
5				
6				
7				
8				
9				
10				
11				
12				

24. ¿Cuál de sus preguntas fué la más importante?

PLANTEE LA PREGUNTA DE NUEVO:

____

____

____

____

25. ¿Logró obtener respuesta a esta pregunta? ¿Diría Ud que no obtuvo respuesta, que obtuvo una respuesta parcial o que la respuesta fué completa?

MARQUE CON UNA X

____________________ no obtuvo respuesta

____________________ obtuvo respuesta parcial

____________________ obtuvo una respuesta completa

ESTA COLUMNA SI LA PREGUNTA DEL ENTREVISTADO NO FUÉ RESPUESTA EN ABSOLUTO

26. ¿Si hubiera Ud obtenido respuesta a esta pregunta, cuánto cree que le hubiera ayudado? Diría que ...

_______ casi nada

_______ un poco

_______ mucho

ESTA COLUMNA SI LA PREGUNTA DEL ENTREVISTADO FUÉ RESPUESTA PARCIALMENTE, COMPLETAMENTE O AUN NO.

26. a. ¿Obtuvo la respuesta a su pregunta cuando lo necesitó? ¿Antes de necesitarlo o demasiado tarde?

_______ antes

_______ a tiempo

_______ demasiado tarde

b. ¿Cuando recibió la respuesta a su pregunta cuánto le ayudó?

_______ casi nada

_______ un poco

_______ mucho.

27. ¿Cree Ud que la respuesta a su pregunta le hubiera ayudado en alguna de las siguientes maneras?

(MARQUE TODAS LAS RESPUESTAS)

	N	NS	S
a. -a solucionar o mejorar algo?			
b. -a planear qué hacer, cómo y cuando?			
c. -a comprender mejor el caso?			
d. -a comprender porqué sucedió algo, cuales fueron las causas?			
e. -a aclarar su propio pensamiento y a definir sus objetivos?			
f. -a darle una nueva o diferente perspectiva?			
g. -a calmarlo o ayudarle a controlarse?			
h. -a confirmar sus propias ideas o manera de pensar?			
i. -a darle ánimo para continuar o hacer algo?			
j. -a ganar tiempo, dinero u otros recursos?			
k. -a sentirse guiado por datos o consejos expertos?			
l. -a sentirse asegurado, apoyado y no abandonado?			
m. -a permitirle conocer las ideas y opiniones de otros?			

VAYA A LA PAGINA 17

27. ¿Cree Ud que la respuesta a su pregunta le ayudó en alguna de las siguientes maneras?

(MARQUE TODAS LAS RESPUESTAS)

	N	NS	S
a. -a solucionar o mejorar algo?			
b. -a planear qué hacer, cómo y cuando?			
c. -a comprender mejor el caso?			
d. -a comprender porqué sucedió algo, cuales fueron las causas?			
e. -a aclarar su propio pensamientos y a definir sus objetivos?			
f. -a darle una nueva o diferente perspectiva?			
g. -a calmarlo o ayudarle a controlarse?			
h. -a confirmar sus propias ideas o manera de pensar?			
i. -a darle ánimo para continuar o hacer algo?			
j. -a ganar tiempo, dinero u otros recursos?			
k. -a sentirse guiado por datos o consejos expertos?			
l. -a sentirse asegurado, apoyado y no abandonado?			
m. -a permitirle conocer las ideas y opiniones de otros?			

VAYA A LA PAGINA 18

ESTA PÁGINA SI:

LA PREGUNTA DEL ENTREVISTADOR NO FUÉ CONTESTADA EN ABSOLUTO

28. Ahora quiero preguntarle cómo trató de obtener la respuesta a esa pregunta.

Trató de obtener la respuesta o parte de la respuesta a través de ...	NS	N	S
a. -su propio pensar o experiencia?			
b. -algo dicho por un profesional, como un doctor, abogado o asistente social?			
c. -algo dicho por un amigo, vecino o pariente?			
d. -algo Ud leyó en el diario?			
e. -algo Ud oyó en la radio?			
f. -algo Ud vió y oyó en la televisión?			
g. -algo Ud leyó en una revista?			
h. -algo Ud obtuvo de la biblioteca?			
i. -algo Ud leyó en un libro?			
j. -algo dicho por alguien que trabaja para una escuela o universidad?			
k. -algo dicho por alguien que trabaja para una tienda, companía o negocio?			
l. -algo dicho por alguien que trabaja para una agencia social o caridad?			
m. -algo dicho por un líder religioso?			
n. -algo dicho por alguien que trabaja para el gobierno sea de la ciudad, del distrito, del estado o federal?			

VAYA A LA PREGUNTA 29, P. 19.

ESTA PÁGINA SI:

LA PREGUNTA DEL ENTREVISTADO FUÉ PARCIAL, TOTALMENTE O TODAVÍA NO CONTESTADA

28. Ahora quiero preguntarle cómo trató de obtener la respuesta a esa pregunta.

Trató de obtener una respuesta consultando ...	NS	NO	SÍ Obtuvo toda la respuesta, parte o nad TODA (2)	 PARTE (1)	 NADA (0
a. -su propio pensar o experiencia?					
b. -algo dicho por un profesional, (doctor, abogado o asistente social?					
c. -algo dicho por un amigo, vecino o pariente?					
d. -algo Ud leyó en el diario?					
e. -algo Ud. oyó en la radio?					
f. -algo Ud vió y oyó en la TV?					
g. -algo Ud leyó en una revista?					
h. -algo Ud obtuvo de la biblioteca?					
i. -algo Ud leyó en un libro?					
j. -algo dicho por alguien que trabaja para una escuela o universidad?					
k. -algo dicho por alguien que trabaja para una tienda, companía o negocio?					
l. -algo dicho por alguien que trabaja para una agencia social o caridad?					
m. -algo dicho por un líder religioso?					
n. -algo dicho por alguien que trabaja para el gobierno, sea de la ciudad, del distrito, del estado o federal?					

29. Varios grupos en el estado tienen interés en ayudar a la gente a encontrar la información que busca. Deseo preguntarle como se las arregla para obtener los datos que necesita.

¿Cuando Ud necesita la respuesta a una pregunta, donde se dirige comunmente?

(MARQUE LA RESPUESTA)

	A menudo	A veces	Nunca	Sin respuesta
a. Para obtener su información Ud pregunta a un amigo o pariente, a menudo, a veces o nunca?				
b. ¿Para obtener la información que necesita se dirige Ud a las oficinas del gobierno apropiadas a menudo, a veces, o nunca?				
c. ¿Obtiene Ud su información a través de la televisión o la radio a menudo, a veces, o nunca?				
d. ¿Si Ud necesita información se dirige a la biblioteca a menudo, a veces, nunca?				
e. ¿Ud obtiene su información en libros, revistas, diarios u otro material impreso, a menudo, a veces o nunca?				

¿Adonde obtiene Ud generalmente estos materiales?

Compra o subscripción

Pide prestado a otra persona

Usa la biblioteca

Otros (detallar) ___________

SECCIÓN III: ESTADÍSTICA DEMOGRÁFICA

Finalmente, necesitamos unos datos suyos y de su familia para decidir qué grupo de gente tiene distintos problemas e inquietudes. Acuérdese que sus respuestas seran confidenciales y se usarán sólo en combinación con las de otros entrevistados.

¿Cuánta gente mayor de 14 años vive en su casa? (OBTENGA NUMEROS ESPECÍFICOS)

____________ personas

30. ¿Cuántas criaturas menores de 14 años viven en su casa?

____________ criaturas

31. ¿Cuál fué el grado más alto que Ud completó? (CIRCULE LA RESPUESTA)

Escuela elementaria: 1 2 3 4 5 6 7 8
Escuela secundaria: 9 10 11 12
Universidad: 13 14 15 16
Estudios post-universitarios: 17+

32. ¿Su casa es propia o alquilada?

____________ propia o en compra
____________ alquilada
____________ otro (detallar ____________________________________).

33. ¿Qué edad cumplió en su último cumpleaños? ____________________.

NO PREGUNTE, MUESTRE LA TARJETA AL ENTREVISTADO

¿Me podría decir a qué categoría de la tarjeta corresponde su ingreso total familiar?

34.		A. Bajo de $4,000
	BAJO $15,000	B. $4,000 - $7,999
		C. $8,000 -$11,999
		D. $12,000 -$14,999
		E. $15,000 -$19,999
	SOBRE $15,000	F. $20,000 -$29,999
		G. $30,000 -$39,999
		H. $40,000 y mas

35. ¿Tiene Ud acceso a un automóvil?

_______ SÍ _______ NO

36. ¿Tiene Ud acceso al transporte público?

_______ SÍ _______ NO

37. ¿Tiene Ud un teléfono en su casa?

_______ SÍ _______ NO

ENTREVISTADOR: POR FAVOR ANOTE LO SIGUIENTE DESPUÉS DE CONCLUIR LA ENTREVISTA

38. Sexo del entrevistado: _________ masculino

_________ femenino

39. Raza/origen del entrevistado: (Si no es posible decidir a primera vista, pregunte).

____________ Americano de origen asiático

____________ Negro

____________ Americano nativo

____________ Blanco

____________ Otro (Explique ________________________).

LA ENTREVISTA SE TERMINÓ ________________________ AM PM

DECLARACIÓN CONCLUYENTE AL ENTREVISTADO

Muchísimas gracias por su tiempo y su paciencia. Ud me ha ayudado mucho ... Y creo que el resultado del proyecto entero que abarca 1,000 personas ayudará a los ciudadanos a encarar sus problemas cotidianos con mayor facilidad.

Voy a dejarle una carta de introducción por si acaso Ud desea comúnicarse con los directores de este estudio para obtener una copia del informe o simplemente para hablar personalmente con ellos.

APPENDIX B

INSTRUCTIONS FOR
CLUSTER CARDS AND CALL RECORD SHEETS

You will be provided with white index cards on which the block you are to use is drawn. On this card, you will note there is an ID number in the lower left hand corner which you are to record on each questionnaire you use for a house on this block. This is a digit ID number, six of which are given to you. Space is provided for the interviewer to assign the seventh digit. The first two digits refer to the County in which the interview took place (see the attached sheet giving the County codes); the next three digits refer to the cluster number--right justified and zero filled; the sixth digit corresponds to one of four sampling replications; the remaining digit to be filled in by the interviewer refers to the household contacted on the block (e.g. 1-first house contacted; 2-second house contacted; 3-third house contacted; 4-fourth house contacted; 5-fifth house contacted).

For example, suppose you are given a card which has a number which appears like this: 140031_. This would mean that you are interviewing a house in San Diego County, it is in cluster number 3, and if this were the first house you were contacting on the block, you would record the ID number so that it appears as follows: 1400311.

At one corner of the block diagram is a red arrow with "SP" at the end of it, indicating the "starting point"--the place where you are to begin your interviewing. You will always go in the direction around the block as indicated by the red arrows.

As you prepare to begin your interviewing, you should use the following procedures

1. Go to the starting point indicated on the cluster card. Your first attempt will be the dwelling unit described on the card as "Begin D.U. No.____". If the number written in that blank is five, for example, you would go from the starting point, in the direction of travel indicated on the card, to the fifth dwelling unit. Record the address of this dwelling on a questionnaire as you approach in preparation for attempting an interview. Then, skip two D.U.'s, and proceed to the next D.U. where you will again write the address on a questionnaire, fill in an I.D. number, and attempt an interview. Do this until you have questionnaires made up for five separate D.U.'s. Only five D.U.'s are needed per block. If you can not get five D.U.'s on the selected block, use the substitution procedure outlined below to locate another block on which you can pick up the remaining D.U.'s needed.

2. If you approach a multi-dwelling unit, you will follow the instructions for the sampling and listing of multi-dwelling units explained below.

Block Substitution Procedures

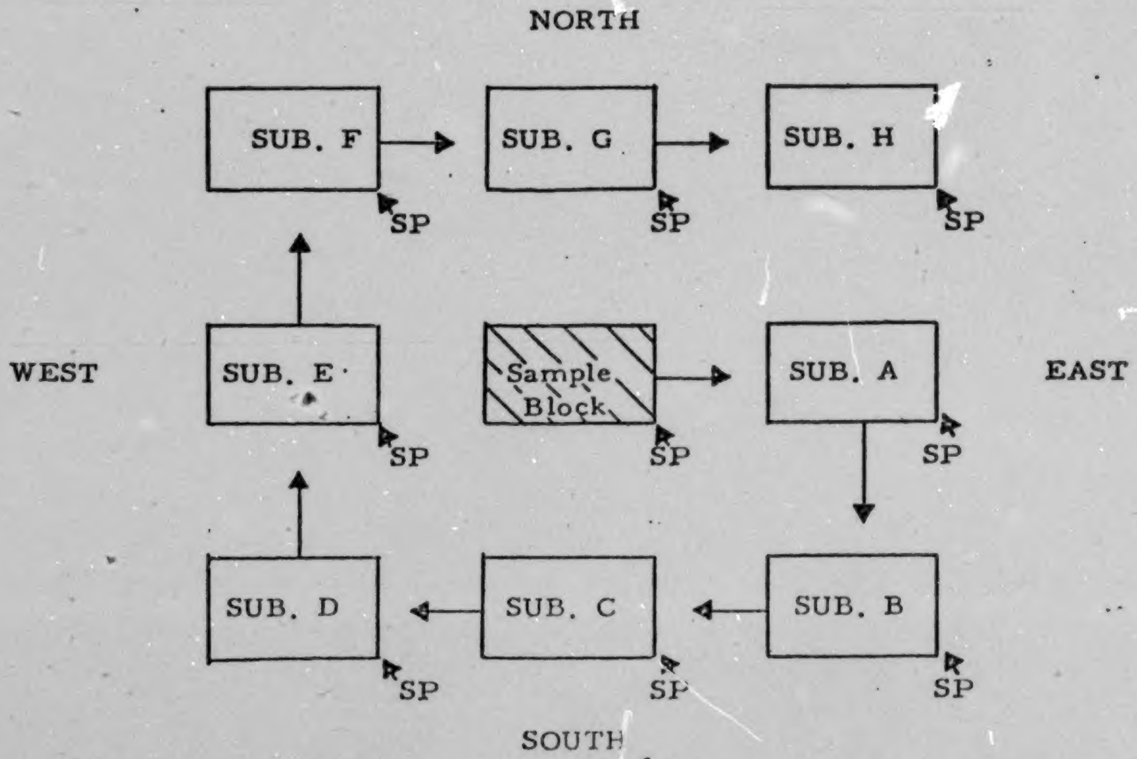
1. If you are unable to follow the procedure outlined above for the block described on the sample card, you will go to the block that is directly east of the sample block. This is substitute block A. Then, if necessary go to substitute block B, which is south of block A, etc. (Refer if necessary to the diagram below for the proper substitution pattern). Note substitution on white index card.

2. Each substitute block is to be worked in the same way as specified for the original block is to be worked in the same way as specified for the original block and each starting point will be the same D.U. number. Never cross streets except to begin the next block in your substitution pattern; work each block completely before beginning the next.

3. In business districts investigate each and every building carefully for the presence of dwelling units above or behind business establishments. If you determine that a street (or block) is empty or unworkable for some other reason, indicate the reason on the white index card and continue following the substitution procedure.

4. All substitute blocks must be drawn on the reverse side of the Cluster Card (including street names) in the order worked.

Block Substitution Pattern



Listing of Multi-dwelling Units

1. Units with numbers should be taken in the order of the numbers, such as 101, 102, or A, B, C, etc.

2. In units where the apartments are not numbered and where there is only one dwelling on each floor, you work from bottom to top, including the basement if occupied.

3. In multi-dwelling units where the apartments are not numbered and where there is more than one dwelling on each floor:

   A. Beginning at the basement, list the right front unit and staying on the right side go to each apartment until you reach the rear.

   B. Crossing to the other side, return to the front, approaching each apartment you pass.

   C. Follow the same pattern for each floor.

4. If access to a building is impossible, refer to the instructions for the study involved or contact your supervisor.

County	ID Number	Sampling Points*
Alameda	02	3
Contra Costa	03	2
Fresno	11	1
Inyo	20	1
Kings	12	1
Los Angeles	13	17
Marin	05	1
Monterey	07	1
Orange	15	4
Riverside	16	1
Sacramento	09	2
San Bernardino	17	1
San Diego	14	4
San Francisco	01	2
San Luis Obispo	21	1
San Mateo	06	1
Santa Barbara	18	1
Santa Clara	04	2
Santa Cruz	08	1
Sonoma	22	1
Tehama	10	1
Ventura	19	1
	Total	50

---

*Each sampling point corresponds to 20 selected households

APPENDIX C

CALIFORNIA SURVEY
INTERVIEWER'S MANUAL AND
QUESTION-BY-QUESTION
SPECIFICATIONS

King Research, Inc.
6000 Executive Blvd.
Rockville, Maryland 20852

January 1979

Introduction

King Research Inc. is conducting a survey for the State of California. The research methodology to be employed is that of standard survey research, however, this survey contains specialized types of questions which require clarification prior to your entry into the field. By providing you with some background about the purpose of the study and the ideas behind the specialized questions asked, we hope to facilitate your interactions with the respondents. We are asking people throughout the State their opinions on a variety of everyday situations. A broad range of needs will be explored in this study, including those of an educational, cultural, recreational, occupational, and human development nature. Thus, we are interested in obtaining data pertaining to knowledge, ideas, facts, and imaginative works of the mind.

Some 1000 responses to this questionnaire will be used to help make decisions on how best to improve the services required to meet the needs of California residents.

The purpose of this manual is to provide you with a brief commentary on the survey to be performed as well as a more detailed description of your role as an interviewer in the successful completion of this project. Specifically, the job description will cover the approach to interviewing, the procedures for recording and editing questionnaires, the procedures to be followed in the field and specific question-by-question instructions relating to the usage of the questionnaire. Understanding of the points covered in this manual will save you time and make you more efficient. Therefore, please read it thoroughly and refer to it whenever a question comes up which is unclear. In any survey there are always problem situations which are unforeseen. Our field staff is here to help you with these problems. The important thing for you to remember is that the longer you wait before talking with your Supervisor about something you don't understand, the harder it may be to correct the situation.

King Research, Inc.

Your Employer, King Research Inc., was founded in 1974 as the Washington-based subsidiary of Market Facts, Inc. KRI is now an independently owned and operated research organization with a staff dedicated to high quality performance in all phases of survey research, including questionnaire design, sampling procedures, data collection, statistical analysis and report preparation.

Our clients include various government agencies and organizations, private corporations and universities and other institutions, such as the National Science Foundation, the National Cancer Institute, the Consumer Product Safety Commission and the Department of Labor.

King Research has a fine reputation in the research field for the quality of its interviewers' work. We welcome you to the staff of this study and hope you will find your work a rewarding experience.

What is a Survey

A survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Each person in the sample is asked the same series of questions found in the questionnaire. The answers obtained are put together in an organized way so that conclusions can be drawn. This information is then used in planning and research studies and to solve particular problems.

Skillful interviewing procedures are used to ensure full and accurate information. Careful methods are followed so that the data gathered from the sample of respondents can be confidently used to represent data about the total population. The use of a sample means that a small number of respondents can be selected to represent the whole, making it possible to avoid the very expensive and time consuming procedures of taking a census (a "census" would involve a complete accounting of every person in the population being studied).

What the Research Interviewer Does

In survey research, one tool for collecting information is the *interview*, during which people are asked about their experiences, what they think or feel about the matters which are being studied, and some facts about themselves.

The person who conducts the interviews, the *survey research interviewer*, is the eyes and ears of the research team -- writing down clearly and completely what is heard during the interviews.

The interviewer also makes sure that each person questioned (i.e., the *respondent)* hears the questions exactly as they are written in the questionnaire.

Only when all the interviewers working on a survey have learned to ask the questions in the same way, can the interviews be combined to give a true picture of the experience, thoughts, actions and feelings of all the people questioned.

The interviewer is a valuable and necessary person on the research team. A survey will be only as good as the interviewers who work on it. These days, when so many private and public agencies depend on accurate surveys to make decisions that affect people in all walks of life, the interviewer's job is especially important and meaningful.

The Ethics of Interviewing

Persons working in jobs and professions which deal with the experiences, thoughts, actions and feelings of people have a moral duty to those people. Survey research interviewing is one of those occupations, and interviewers must therefore accept the ethics (or moral duties) of the profession.

The interviewer may ask some questions he or she would not think of asking a close friend, questions which might be thought of as "too personal." You will find that the average person is willing to answer these questions, or even freely to offer you information which he or she would not tell a close friend or relative.

The main reason survey researchers can point to many successes in collecting useful information is *confidentiality*. Our interviewers can, and do, promise the people who are interviewed that their answers to the questions will be kept research confidential.

We promise people that we will never reveal what they have told us to anyone outside the research staff. IT IS YOUR DUTY TO KEEP THAT PROMISE. NEVER TELL FACTS ABOUT OR THE OPINIONS OF ANYONE YOU INTERVIEW.

Information collected or seen during an interview can be shared only with your supervisor. The supervisor and all the other members of the research team are under the same ethical, or moral, duty as you are to the people you interview.

The following section of the interviewer's guide contains the question-by-question specifications for the survey.

I. INTRODUCTION

Read introduction as is. Following the introduction are three statements to be read to the respondent. Always read the assurance of confidentiality and the statement regarding the letter of introduction from the Governor. If the respondent asks how they were selected, read the statement regarding random choice.

INTRODUCTION: (IF CHILD ANSWERS DOOR, ASK TO SPEAK TO FATHER OR MOTHER)	Hello, my name is ____________________ and I am working for King Research, Inc. on a study for the State of California. We are asking people throughout the State their opinions on a variety of everyday situations. Some 1000 residents of California will participate in this project. The responses to this questionnaire will be used to help California make decisions on how best to improve the services required to meet the needs of residents.

USE AS MANY OF THE FOLLOWING AS NECESSARY

*All answers will be kept confidential and anonymous. Your answers will be combined with answers from all other respondents.

*This letter of introduction from the Governor's Office will be left with you after the interview in case you have questions you'd like to ask about the study.

*Your household was chosen randomly because it's important that we get answers from a representative group of California residents.

Description of Respondent Selection Process

In selecting the respondent it is important to keep in mind that the pattern of respondent selection outlined below must be followed exactly as given. Essentially these steps consist of:

1. First ask to see the male head of the household. If he is available, reread the introduction to him and conduct interview.
2. If he is not available, ask to speak to a member of the household who is 14 to 24 years of age. If there is an eligible respondent available in this category, repeat the introduction to him or her and conduct interview.
3. If no one is available in this category, ask to speak to the female head of the household, and repeat the introduction. If the female head of the household is not available, ask to speak to another household member over age 24. If there is an eligible respondent available in this category, repeat the introduction to him or her and conduct interview.
4. If no one age 14 years of age or older is home, make arrangements and suggest you will call back at another time. RECORD THIS INFORMATION ON YOUR CALL BACK RECORD LOCATED ON THE INSIDE FRONT COVER OF YOUR QUESTIONNAIRE.

RESPONDENT SELECTION

My instructions specify that I should interview a certain person in the household if that person is available.

May I please speak to the male head of the household?

REPEAT INTRODUCTION

/IF NO./ I would like to speak to a member of this household whose age is 14-24 years of age.

REPEAT INTRODUCTION

/IF NO./ I would like to speak to the female head of the household.

REPEAT INTRODUCTION

/IF NO./ Is there any other household member over age 24 that I could speak with?

REPEAT INTRODUCTION

IF NO ONE AGED 14 YEARS OR OLDER IS HOME, THANK THE PERSON AND SUGGEST YOU WILL CALL BACK AT ANOTHER TIME. ASK ABOUT A GOOD TIME.

Explanation of Interview

Notice on page 2 there is a place for you to record the time the interview began. Following this is the explanation of the interview which you are to read to the respondent. It is important that you read this explanation exactly as it is given.

Note that we stress the fact that there are no right or wrong answers to the questions. We wish for you to convey to the respondent that we have a personal interest in identifying the situations they face in everyday life. It does not matter what kind of situations the respondent wishes to talk about. It is only important that we obtain their cooperation in talking about their everyday life situations. AS YOU TALK TO THE RESPONDENT YOU WILL BE WRITING DOWN THEIR RESPONSES.

TIME INTERVIEW
BEGAN_____ AM
PM

EXPLAIN INTERVIEW

Before we start, let me tell you a little bit about this interview. It has two sections. In the first, we ask you to identify a variety of situation that you've faced in the past month. In the second, we ask you to discuss one of these situations. There are no right or wrong answers. What's important is that you tell us about the situations you face in everyday life so we can understand how you personally see them. As you talk, I will be writing down your comments.

Question 1.

The intent of Question 1 is to provide the respondent with an opportunity to tell us about situations which occur in his or her everyday life. They may be problem areas, or they may be areas of life in which the respondent simply wants to talk. It is extremely important that you allow the respondent to provide his or her own interpretation of what constitutes a situation. Thus, this is an instance in which you must remain totally neutral.

Any situation which the respondent wishes to discuss should be regarded as a legitimate response and recorded in the space provided on page 2.

SECTION 1: IDENTIFICATION OF SITUATIONS

1. Please start by identifying the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.

____NONE → GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

Questions 5 through 18.

These questions deal with specific issues in the respondent's life for which we would like the R to discuss the outline of any situations which they have encountered in these areas. These areas are:

- neighborhood issues
- consumer issues
- housing or home care
- work
- education
- health
- transportation
- recreation
- sports or entertainment
- money
- childcare
- family relationships
- legal matters
- crime or safety
- current events and news

As noted in the specifications for Question 1, it is important that you remain entirely neutral, and allow the respondent to express their feelings about the situations mentioned. It is particularly important for you to understand that the situations mentioned can be positive as well as negative.

5. What I'm going to do now is name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?

____NO → GO TO Q 6

____YES

Would you describe that situation for me?

____

____

____

____

Questions 2 through 4.

These questions have the same intent as Question 1, and are simply designed to elicit additional situations in other areas besides the one noted in Question 1. Record as many as the respondent is willing to divulge.

2. Are there any other such situations that occurred in the last month that come to mind?

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

3. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

4. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

6. How about in the consumer area - for example, buying products or services, using them, paying for them?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

7. How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

8. How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on....?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 9

9. How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on...?

____NO ____YES

Would you describe that situation for me?

____

____

____

____

10. How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on...?

____NO ____YES

Would you describe that situation for me?

____

____

____

____

11. How about transportation--trying to get from one place to another, buying a car, repairing one, and so on...?

____NO ____YES

GO TO
Q 12

____

____

____

____

12. How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

13. How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

14. How about child care — obtaining child care, paying for child care and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 15

15. How about other family relationships such as those involving brothers, sisters, spouse or parents?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

16. How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

17. How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

18. How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, political activity, general news items, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 19

Section 2. Analysis of Situation

Question 19.

Question 19 requires that you follow through a series of steps.

- FIRST GO BACK AND COUNT THE SITUATIONS NAMED ON PAGES 2-7 AND RECORD THE NUMBER AS NONE IF THE RESPONDENT HAS GIVEN NO SITUATIONS, ONE IF THE RESPONDENT HAS GIVEN ONE SITUATION, AND TWO OR MORE IF THE RESPONDENT HAS GIVEN ANY NUMBER MORE THAN ONE.

- If the respondent has described no situation, proceed to ask Question 29 on page 16.

- If the respondent has described only one situation say: "What we're going to do now is look at the situation you named in depth." Then proceed to ask Question 20 on page 9.

- If the respondent has described two or more situations, say: "At this point, I'd like to go back and review all the situations you've named so you can tell me which one was most important to you."

  After reviewing all the situations named on pages 2 through 7, ask the respondent: "Which one of these is most important to you?"

  It is crucial that respondent understands that the response to this question does not have to refer to a situation which has been resolved at this time. Rather, attempt to get the respondent to focus upon that situation named earlier which seemed the most important to them.

  Then say: "What I'm going to do is write a brief description of that situation here so we can refer back to it easily."

  After writing the description in the space provided at the bottom of page 8, continue on to page 9 to ask Question 20.

SECTION 2: ANALYSIS OF SITUATIONS

19. INTERVIEWER: CHECK BELOW THE NUMBER OF SITUATIONS NAMED BY R

____NONE

GO TO PAGE 16
Q29

____ONE

What we're going to do now is look at the situation you named in depth.

GO TO Q20

____TWO OR MORE

At this point, I'd like to go back and review all the situations you've named so you can tell me which one was most important to you.

BRIEFLY REVIEW ALL SITUATIONS NAMED ON PAGES 2 to 7

Which one of these is most important to you? [IT MAY NOT BE RESOLVED NOW.]

What I'm going to do is write a brief description of that situation here so we can refer back to it easily.

PUT THE QUESTION # OF THE SELECTED SITUATION HERE:

____Q#

RECORD A BRIEF DESCRIPTION OF THE SITUATION HERE. READ OUT LOUD AS YOU WRITE.

____

____

____

____

____

____

Question 20.

In Question 20 there are several issues to be aware of:

a. Your goal is to permit the respondent to structure the events in in the situation into a time ordered sequence, beginning with the first event that he or she recalls, and work their way up to the present time (or, up to the point where the situation ended).

b. Any item which the respondent specifies as a step in their situation should be considered a legitimate response and recorded in its proper sequence.

THERE ARE TWO PLACES IN THIS QUESTION WHERE YOU MUST PAUSE BRIEFLY TO ALLOW THE RESPONDENT TO ORGANIZE THEIR THOUGHTS. THE FIRST PAUSE OCCURS BEFORE THE SENTENCE WHICH BEGINS: "YOU SHOULD START WITH THE VERY FIRST EVENT . . ." THE SECOND PAUSE OCCURS BEFORE THE SENTENCE WHICH BEGINS: "THINK BACK NOW TO THE FIRST THING . . ."

Record all of the steps in the space provided. When you get to the thirteenth step pause and ask of the respondent: "Are there any other steps?" If the respondent mentions no other steps proceed to Question 21. If the respondent answers "yes" at this point, read them the section "I'm only going to record the steps so far, but why don't you finish telling me about the remaining steps so the entire situation will be fresher in your mind." The purpose here is to enable the respondent to recall the entire situation, so keep probing with "next" until the respondent has exhausted all of the steps in their mind. It should be clear that you need only record 13 steps.

20. Now what I'd like you to do is to describe all the things that happened in this situation — the things you thought or did, the things other people did or said, and the things that just happened. PAUSE You should start with the very first event and then tell me the things that happened step by step working your way up to the present time or to the point where the situation ended. PAUSE Think back now to the first thing that happened. What was that?

STEP 1:	STEP 8: Then what happened?
STEP 2: What happened next?	STEP 9: Next?
STEP 3: Next?	STEP 10: Then?
STEP 4: Next?	STEP 11: Next?
STEP 5: Next?	STEP 12: Next?
STEP 6: Next?	STEP 13: Are there any other steps? IF NO: PROCEED TO Q 21. IF YES: I'm only going to record the steps so far but why don't you finish telling me about the remaining steps so the entire situation will be fresher in your mind? KEEP PROBING WITH "NEXT" UNTIL STEPS ARE EXHAUSTED.
STEP 7: Next?	

Question 21

For Question 21 simply take a moment and review in your mind whether or not the situation mentioned is a situation which is still going on, or if it is a situation which occurred in the past. Then, record the response in appropriate category with a check mark.

21. Let me check now...(This is a situation which is still going on/This is a situation that is in the past?)

________IN THE PAST

________STILL GOING ON

Question 22

Read the introduction to Question 22 exactly as it appears in the questionnaire. Then read the situation described in a through x and circle appropriate "yes" or "no" response.

FROM TIME TO TIME IT MAY BE NECESSARY TO REPEAT THE FOLLOWING: "IN YOUR SITUATION WOULD YOU WANT TO KNOW . . ."

22. Whenever we're in situations like this there are always questions that we need answers to, things we want to learn or find out, things we want to make sense of, understand better, or just think about. In your situation did you want to know...**

CIRCLE ANSWER

a. What sources or services are available?	No	Yes	DK
b. What are the rules, regulations, or laws?	No	Yes	DK
c. How do I fit in, what is my role?	No	Yes	DK
d. What's going on, how will things turn out?	No	Yes	DK
e. What are my options, what's the best choice to make, the best thing to do?	No	Yes	DK
f. What do I really want, what are my priorities?	No	Yes	DK
g. Are there other ways I can think about this situation?	No	Yes	DK
h. When or where can I do something?	No	Yes	DK
i. If I do this particular thing, what will happen?	No	Yes	DK
j. What happened in the past, what caused this to happen?	No	Yes	DK
k. What are someone else's motives, feelings, or reasons?	No	Yes	DK
l. What are my own motives, feelings, or reasons?	No	Yes	DK
m. Can I get some information about the situation, what information can I get?	No	Yes	DK
n. Was the information helpful?	No	Yes	DK
o. What do others want me to do?	No	Yes	DK
p. Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	No	Yes	DK
q. How can I get around all the red-tape in the bureaucracy?	No	Yes	DK
r. How can I fight back?	No	Yes	DK

**IF RESPONDENT APPEARS TO BE LOSING THE TRAIN OF THOUGHT, REPEAT "In your situation did you want to know..." AS IN LEAD IN TO a.

Question 23.

The intent of Question 23 is to focus the respondent's attention back upon the step by step description of the situation outlined earlier in Question 20, and to probe for any questions they may have related to their situation.

- First read. . . "We've just gone through a list of general questions that people often want answers to in situations. What I'd like now is for you to tell me the specific questions you had in your situation. We're going to do this by going back to the step-by-step description of your situation that you gave me just a while ago."

- Then, go back to page 9 and read the first step the respondent gave under Question 20.

- Next, read . . . "Did you have any questions you needed answers to, things you wanted to make sense of, understand better, or just think about at this point in your situation?"

  If the respondent has a question pertaining to the first step of the situation named, place a check in the "YES" box in the column headed "HAVE ANY QUESTIONS?" Then ask: "What were the questions?" Write the question exactly as it is worded by the respondent in the column headed "SPACE FOR FIRST QUESTION."

  Now ask the respondent if they had "Any other questions?" If the respondent mentions a second question, enter the question exactly as it is worded by the respondent in the column headed "SPACE FOR SECOND QUESTION."

- Read the next step respondent mentioned in Question 20, page 9.

- Then ask: Did you have any questions you needed answers to at this step? /IF YES/ What were they? PROBE: Any Others?

- Continue this procedure for all the steps the respondent gave.

(Specification for Question 23
continued on next page)

- IF THE RESPONDENT DID NOT MENTION ANY QUESTIONS RELATED TO ANY OF THE STEPS OUTLINED, ENTER A CHECK IN THE COLUMN HEADED "HAVE QUESTIONS?" THEN CONTINUE ON TO EACH SUCCESSIVE STEP.

23. We've just gone through a list of general questions that people often want answers to in situations. What I'd like now is for you to tell me the specific questions you had in your situation. We're going to do this by going back to the step-by-step description of your situation that you gave me just a while ago.

FIX QUESTIONNAIRE SO YOU CAN RETURN TO PAGE 9 FREQUENTLY

Recall that you said that what happened at the first step in your situation was:

READ STEP 1 ON PAGE 9 **

Did you have any questions you needed answers to, things you wanted to learn or find out, things you wanted to make sense of, understand better, or just think about at this point in your situation?

CHECK ANSWER BELOW

**At the next step in your situation you said this happened: READ NEXT STEP Did you have any questions you needed answers to at this step? /IF YES/ What were they? PROBE: Any Others?

REPEAT ** UNTIL ALL STEPS ON PAGE 9 ARE COVERED. OCCASIONALLY REPEAT THE FULL PATTERN FROM * ABOVE

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
1	↓	→		
2	↓	→		
3	↓	→		
4	↓	→		
5	↓	→		
6	↓	→		
7	↓	→		

(CONTINUED ON NEXT PAGE)

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
8	↓	→		
9	↓	→		
10	↓	→		
11	↓	→		
12	↓	→		

Question 24.

In question 24, it may be necessary to review the questions mentioned by the respondent in question 23. Do not ask question 24 if respondent only mentioned one question above.

24. Of the questions you had which do you feel was the most important one?

RESTATE QUESTION:

____

____

____

____

Question 25.

For Question 25, there is a difference between questions which are not answered at all (i.e. unresolvable) and questions which are not answered at present (i.e. although no answer is available at this point, an answer is possible in the future.)

25. Did you ever succeed in getting an answer to this question? Would you say it was: /CHECK WITH X/

READ RESPONSES

_____Not answered at all

_____Partially answered

_____Entirely answered

_____Not answered at present

Questions 26 through 28.

For Questions 26 - 28 IT IT IMPORTANT THAT YOU NOTE THE RESPONDENTS' ANSWER TO QUESTION 25. AS THERE ARE TWO QUESTIONS NUMBERED 28, IT IS IMPORTANT THAT YOU FOLLOW THE SKIP PATTERN OUTLINED AT THE BOTTOM OF PAGE 13, CAREFULLY.

If the respondent answered "NOT AT ALL" to Question 25:

a. Ask Question 26 which appears on the left hand side of page 13, and record the appropriate answer.

b. Then proceed to ask Question 27 on the same left side of page 13, and record the appropriate answers.

c. At the bottom of this page you are instructed to continue on to page 14. On page 14 you must ask all parts (a through n) to Question 28.

d. Then proceed to ask Question 29 on page 16.

If the respondent answered "PARTIALLY" or "ENTIRELY" or "NOT ANSWERED AT PRESENT" to Question 25.

a. Ask Question 26 which appears on the right hand side of page 13. Please note that there are two sections to this question: 26a and 26b.

b. Place a check mark next to the answer indicated by the respondent to both parts of Question 26.--26a and 26b.

c. Now ask each part of Question 27 (a through n) which appears on the right hand side of page 13, and record the appropriate responses.

d. Skip to page 15.

e. Ask all of the parts to Question 28 (a through n) one at a time. Place a check mark under the columns marked DK, NO, or YES. If the respondent says "Yes" to any of the items (a through n), ask the question: "Did you succeed in getting all of the answer by doing this, part of it, or none of it?" Record the respondent's answer by placing a check mark under the columns headed ALL, PART, OR NONE.

f. When you have asked all of the parts to Question 28, proceed to ask Question 29 on page 16.

Questions 26 through 28.

For Questions 26 - 28 IT IT IMPORTANT THAT YOU NOTE THE RESPONDENTS' ANSWER TO QUESTION 25. AS THERE ARE TWO QUESTIONS NUMBERED 28, IT IS IMPORTANT THAT YOU FOLLOW THE SKIP PATTERN OUTLINED AT THE BOTTOM OF PAGE 13, CAREFULLY.

If the respondent answered "NOT AT ALL" to Question 25:

a. Ask Question 26 which appears on the left hand side of page 13, and record the appropriate answer.

b. Then proceed to ask Question 27 on the same left side of page 13, and record the appropriate answers.

c. At the bottom of this page you are instructed to continue on to page 14. On page 14 you must ask all parts (a through n) to Question 28.

d. Then proceed to ask Question 29 on page 16.

If the respondent answered "PARTIALLY" or "ENTIRELY" or "NOT ANSWERED AT PRESENT" to Question 25.

a. Ask Question 26 which appears on the right hand side of page 13. Please note that there are two sections to this question: 26a and 26b.

b. Place a check mark next to the answer indicated by the respondent to both parts of Question 26.--26a and 26b.

c. Now ask each part of Question 27 (a through n) which appears on the right hand side of page 13, and record the appropriate responses.

d. Skip to page 15.

e. Ask all of the parts to Question 28 (a through n) one at a time. Place a check mark under the columns marked DK, NO, or YES. If the respondent says "Yes" to any of the items (a through n), ask the question: "Did you succeed in getting all of the answer by doing this, part of it, or none of it?" Record the respondent's answer by placing a check mark under the columns headed ALL, PART, OR NONE.

f. When you have asked all of the parts to Question 28, proceed to ask Question 29 on page 16.

THIS COLUMN IF: THE RESP. Q NOT ANSWERED AT ALL

26. If you had been able to get an answer to this question, how much do you think that answer would have helped you? Would you say...

___not at all ___a little
___don't know ___a lot

27. Would the answer to this question have helped you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
m. allow you to know the ideas and opinions of others?			

THIS COLUMN IF: RESP. Q PARTIALLY OR ENTIRELY OR NOT ANSWERED AT PRESENT

26a. Did you get the answer to this question before you actually needed it, at the time you needed it, or too late?

___before ___at the time
___too late

26b. When you got the answer to this question, how much did the answer help you? Would you say

___not at all ___a little
___a lot

27. Did the answer to this question help you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
m. allow you to know the ideas and opinions of others?			

THIS PAGE IF: THE
RESP. Q NOT ANSWERED AT ALL

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer or part of an answer from...	DK	NO	YES
a. your own thinking or past experience?			
b. something a professional (like a doctor or lawyer or social worker) told you?			
c. something a friend, neighbor, or relative told you?			
d. something you read in the newspaper?			
e. something you heard on the radio?			
f. something you saw or heard on TV?			
g. something you read in a magazine?			
h. something you got from a library?			
i. something you read in a book? Where did you get the book?__________			
j. something told you by someone who works for a school or college?			
k. something told you by someone who works for a store or company or business?			
l. something told you by someone who works for a social service agency or a charity?			
m. something told you by a religious leader?			
n. something told you by someone who works in the city, county, state, or federal government?			

GO TO Q 29, PAGE 16.

THIS PAGE IF:
RESP. Q PARTIALLY OR ENTIRELY ANSWERED
OR NOT ANSWERED AT PRESENT

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer from...	DK	NO	YES	IF YES: Did you succeed in getting all of the answer by doing this, part of it, or none of it?		
				ALL (2)	PART (1)	NONE (0)
a. your own thinking or past experience?						
b. something a professional (like a doctor or lawyer or social worker) told you?			→			
c. something a friend, neighbor, or relative told you?			→			
d. something you read in the newspaper?			→			
e. something you heard on the radio?			→			
f. something you saw or heard on TV?			→			
g. something you read in a magazine?			→			
h. something you got from a library?			→			
i. something you read in a book? Where did you get the book? ______			→			
j. something told you by someone who works for a school or college?			→			
k. something told you by someone who works for a store or company or business?			→			
l. something told you by someone who works for a social service or charity?			→			
m. something told you by a religious leader?			→			
n. something told you by someone who works in city, county, state, or federal government?			→			

Question 29.

Read Question 29 as given. DO NOT PAUSE AFTER READING: "When you need to get an answer to some question, where do you usually go?" IMMEDIATELY CONTINUE ON TO PART A.

PLACE A CHECK MARK IN ONE OF THE 4 BOXES PROVIDED TO THE RIGHT OF THE QUESTION... Place the check mark under the column headed "O" if the respondent says "often" - S if the respondent says "sometimes" - N if the respondent says "never", and NA/DK if the respondent does not answer the question or does not know. IN PART E. OF QUESTION 29, IF THE RESPONDENT SAYS "NEVER" OR DOES NOT RESPOND, PLACE A CHECK IN THE APPROPRIATE COLUMN (AS DESCRIBED ABOVE), THEN GO TO QUESTION 30. The last part of Question 29, "Where do you get these materials?" refers to those materials mentioned in part E. Read all of the possible responses one at a time, place a check mark beside each category that the respondent says "yes" to. If the respondent says "no", leave the space blank.

29. Several groups in the state are interested in helping people find information. I want to ask you some questions about how you go about getting information you need.

When you need to get an answer to some question, where do you usually go? (ASK EACH FOLLOWING QUESTION)

	O	S	N	NR
a. Do you often -- sometimes -- or never ask a friend or relative for the information you need? (PLACE CHECK IN BOX)				
b. What about government offices? Do you often, sometimes, or never seek information at an appropriate government office or agency? (PLACE CHECK IN BOX)				
c. Do you often, sometimes or never obtain information from television or radio? (PLACE CHECK IN BOX)				
d. If you have a need for information do you often, sometimes or never go to a library? (PLACE CHECK IN BOX)				
e. Do you often, sometimes or never look up information in books, magazines, newspapers and other printed material? (PLACE CHECK IN BOX)				

Where do you generally get these materials? (ASK EACH CATEGORY AND CHECK ALL THAT APPLY)

___ Buy or subscribe
___ Borrow from another person
___ Borrow or use at library
___ Other (specify) ______________

____

SECTION 3: DEMOGRAPHICS

Read the introduction to section three as given in the questionnaire. It is important that you again stress that all the results of this survey are confidential, and that no individual will be analyzed singly.

Question 30 and 31.

Record the total numberof persons in the spaces provided. If the answer is "none" record a zero.

SECTION 3: DEMOGRAPHICS

Finally, we need to ask a few questions about you and your household so we can determine what groups of people have different problems and concerns. Please remember that your answers are confidential and will be used only in combination with those of other respondents.

30. How many people 14 years and older... live in your household?
/GET SPECIFIC NUMBER/

_______ persons

31. How many children...people under 14...live in your household?

_____children

Question 32.

In Question 32, we are trying to ascertain the number of years the respondent has completed in school. It may be necessary to clarify the response given in order to obtain a specific number. For example, the respondent may say "some college" -- in this case, ask the respondent "how many years of college was that". If the respondent has an advanced degree, circle 17+.

32. What was the highest grade you completed in school? /CIRCLE ANSWER/

Elementary: 1 2 3 4 5 6 7 8
High School: 9 10 11 12
College: 13 14 15 16
Post-grad: 17+

Question 33.

The living quarters refered to in this question are the quarters occupied **at this time.**

33. Are your living quarters owned or rented? /CHECK ANSWER/

_____owned or being bought

_____rented

_____other (specify)______________________________

Question 34.

Question 34 asks the respondent's age on his or her last birthday. Enter the # of years in the space provided. If the respondent refuses to answer, write "refused" in the space. If the respondent does not know their age at last birthday, enter a DK in the space provided.

34. Which of the following categories apply to you?
READ THE FOLOWING CATEGORIES TO THE RESPONDENT

_____ 14-18 years
_____ 19-24 years
_____ 25-54 years
_____ 55-64 years
_____ 65+ years

Question 35.

You have been given a card (accompanying the questionnaire) which lists the income categories for the respondent to point to. Circle the response on the questionnaire indicated by the respondent.

DO NOT ASK --

HAND CARD TO RESPONDENT

35. Can you tell me the category on the card that corresponds to your total family income from all sources last year?

/CIRCLE RESPONSE/

A. Under $4,000
B. $4,000-$7,999
C. $8,000-$11,999
D. $12,000-$14,999
E. $15,000-$19,999
F. $20,000-$29,999
G. $30,000-$39,999
H. $40,000 and over
I. Refused/Don't know

117

Question 36, 37, and 38.

Ask these questions as given in the questionnaire, and record the response in the categories provided.

36. Do you have access to an automobile?

____Yes ____No

37. Do you have access to public transportation?

____Yes ____No

38. Do you have a telephone in your home?

____Yes ____No

Question 39.

DO NOT ASK, RECORD SEX OF RESPONDENT

/INTERVIEWER: PLEASE ANSWER THE FOLLOWING BY OBSERVATION, IF POSSIBLE/

39. Sex of respondent:

_____MALE

_____FEMALE

Question 40.

DO NOT ASK. RECORD RACE OF RESPONDENT IF ABLE TO DETERMINE. IF NOT ABLE TO DETERMINE, ASK: "Do you consider yourself to be; Asian American, Black, Hispanic American, Native American, White.

40. Racial/ethnic origin of respondent: (If unable to determine visually, ask the respondent)

_____Asian American

_____Black

_____Hispanic American

_____Native American

_____White

_____Other (Explain)________

____

TIME INTERVIEW COMPLETED _____ A.M. / P.M.

APPENDIX D

CODEBOOK
CALIFORNIA PROJECT

January 26, 1979

QUESTION	ITEM	DECK	COLUMN
	Identification number	1	1-7
Please start by identifying the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.			8-9

Neighborhood	05
Consumer	06
Housing/Home Care	07
Work	08
Education	09
Health	10
Transportation	11
Recreation	12
Money Matters	13
Child Care	14
Other Family Relations	15
Legal Matters	16
Crime or Safety	17
Current Events and News	18
Other	19
No topic situation mentioned	00
Refused to answer	88

QUESTION	ITEM	DECK	COLUMN
Are there any other such situations that occurred in the last month that come to mind?	Code the same as above	1	10-11
Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.	Code the same as above	1	12-13

QUESTION	ITEM		DECK	COLUMN
Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.			1	14-15
	Code the same as above			
What I'm going to do now is name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?			1	16-17
	Situation mentioned	05		
	Situation not mentioned	00		
	Refused to answer	88		
How about in the consumer area - for example, buying products or services, using them, paying for them?			1	18-19
	Situation mentioned	06		
	Situation not mentioned	00		
	Refused to answer	88		
How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?			1	20-21
	Situation mentioned	07		
	Situation not mentioned	00		
	Refused to answer	88		

QUESTION	ITEM		DECK	COLUMN
How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on....?			1	22-23
	Situation mentioned	08		
	Situation not mentioned	00		
	Refused to answer	88		
How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on...?			1	24-25
	Situation mentioned	09		
	Situation not mentioned	00		
	Refused to answer	88		
How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on...?			1	26-27
	Situation mentioned	10		
	Situation not mentioned	00		
	Refused to answer	88		
1. How about transportation--trying to get from one place to another, buying a car, repairing one, and so on...?			1	28-29
	Situation mentioned	11		
	Situation not mentioned	00		
	Refused to answer	88		

QUESTION	ITEM		DECK	COLUMN
How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?			1	30-31
	Situation mentioned	12		
	Situation not mentioned	00		
	Refused to answer	88		
How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on...?			1	32-33
	Situation mentioned	13		
	Situation not mentioned	00		
	Refused to answer	88		
How about child care -- obtaining child care, paying for child care and so on...?			1	34-35
	Situation mentioned	14		
	Situation not mentioned	00		
	Refused to answer	88		
How about other family relationships such as those involving brothers, sisters, spouse or parents?			1	36-37
	Situation mentioned	15		
	Situation not mentioned	00		
	Refused to answer	88		

QUESTION	ITEM		DECK	COLUMN
How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on...?			1	38-39
	Situation mentioned	16		
	Situation not mentioned	00		
	Refused to answer	88		
How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?			1	40-41
	Situation mentioned	17		
	Situation not mentioned	00		
	Refused to answer	88		
How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, political activity, general news items, and so on...?			1	42-43
	Situation mentioned	18		
	Situation not mentioned	00		
	Refused to answer	88		

QUESTION	ITEM		DECK	COLUMN
19 (top of page)	Number of situations named by the Respondent		1	44
	None	0		
	One	1		
	Two or more	2		
19 (bottom of page)	Selected situation		1	45-47
	If the situation is named in questions 1-4, the code is a '1' followed by the topic code (see attached sheet).	1XX		
	If the situation is named in questions 5-18 and not in questions 1-4, the code is a '2' followed by the topic code	2XX		
	If the Respondent indicates none of the situations was the most important, or if no situations were mentioned. . .	999		
	Refused	888		
21	Is this situation still going on?		1	48
	In the past	1		
	Still going on	2		
	This question was skipped	9		
	Refused	8		

QUESTION	ITEM	DECK	COLUMN
. Whenever we're in situations like this there are always questions that we need answers to, things we want to learn or find out, things we want to make sense of, understand better, or just think about. In your situation did you want to know...**		1	49

Yes	1
No	2
Don't know/refused	8
This question not answered; skipped	9

What sources or services are available?	1	50
What are the rules, regulations, or laws?	1	51
How do I fit in, what is my role?	1	52
What's going on, how will things turn out?	1	53
What are my options, what's the best choice to make, the best thing to do?	1	54
What do I really want, what are my priorities?	1	55
Are there other ways I can think about this situation?	1	56
When or where can I do something?	1	57
If I do this particular thing, what will happen?	1	58
What happened in the past, what caused this to happen?	1	59
What are someone else's motives, feelings, or reasons?	1	60
What are my own motives, feelings, or reasons?	1	61
Can I get some information about the situation, what information can I get?	1	62
Was the information helpful?	1	63
What do others want me to do?	1	64
Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	1	65
How can I get around all the red-tape in the bureaucracy?	1	66
How can I fight back?	1	67

QUESTION	ITEM	DECK	COLUMN
Q. 23	Did you have any questions you needed answers to, things you wanted to make sense of, understand better, or just think about at this point in your situation?	1	07-08
	Record the total number of unique questions mentioned by the Respondent — XX		
	Refused to answer — 88		

158

QUESTION	ITEM	DECK	COLUMN
24. Of the questions you had which do you feel was the most important one?		1	69-70

What sources or services are available?	01
What are the rules, regulations, or laws?	02
How do I fit in, what is my role?	03
What's going on, how will things turn out?	04
What are my options, what's the best choice to make, the best thing to do?	05
What do I really want, what are my priorities?	06
Are there other ways I can think about this situation?	07
When or where can I do something?	08
If I do this particular thing, what will happen?	09
What happened in the past, what caused this to happen?	10
What are someone else's motives, feelings, or reasons?	11
What are my own motives, feelings, or reasons?	12
Can I get some information about the situation, what information can I get?	13
Was the information helpful?	14
What do others want me to do?	15
Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	16
How can I get around all the red-tape in the bureaucracy?	17
How can I fight back?	18
Other	19
How much money?	20
How long will it take?	21
What's missing?	22
Can he do that? Do I have to do that?	23
How bad is it?	24
Why can't I?	25
How important is it?	26
Why isn't she committed?	27
Why are bureaucrats inefficient?	28
Why is it so hard?	29
What can be done?	30
Who do I contact?	31
Who did it?	32
Refused to answer	88
Question skipped	99

QUESTION	ITEM		DECK	COLUMN
Did you ever succeed in getting an answer to this question? It was:			1	71
	Not answered at all	1		
	Partially answered	2		
	Entirely answered	3		
	Not answered at present	4		
	This question was skipped	9		
	Refused	8		
CARD NUMBER		1	1	80
Respondent Identification Number			2	1-7
26. If you had been able to get an answer to this question, how much do you think that answer would have helped you? Would you say...			2	8
	Not at all	1		
	A little	2		
	A lot	3		
	Don't know/refused	8		
	This question skipped	9		

QUESTION	ITEM		DECK	COLUMN
27. Would the answer to this question have helped you in any of the following ways?			2	
get something resolved or changed for the better?			2	9
	Yes	1		
	No	2		
	Don't know/refused	8		
	This question skipped	9		
plan what to do or when or how to do it?			2	10
understand the situation better?			2	11
understand why things happened, what caused them?			2	12
figure out your own thinking or goals?			2	13
give you a new or different perspective?			2	14
calm down or get control of yourself?			2	15
confirm your own ideas or views?			2	16
get motivated to keep going or do something?			2	17
save time or money or other resources?			2	18
feel like you were guided by expert information or advice?			2	19
feel reassured or supported and not alone?			2	20
allow you to know the ideas and opinions of others?			2	21

QUESTION	ITEM	DECK	COLUMN
	Now I'd like to ask you some questions about how you tried to get an answer to this question. Did you attempt to get an answer or part of an answer from...		
	a. your own thinking or past experience?	2	22
	Yes 1 No 2 Don't know/refused 0 This question skipped 9		
	b. something a professional (like a doctor or lawyer or social worker) told you?	2	23
	c. something a friend, neighbor, or relative told you?	2	24
	d. something you read in the newspaper?	2	25
	e. something you heard on the radio?	2	26
	f. something you saw or heard on TV?	2	27
	g. something you read in a magazine?	2	28
	h. something you got from a library?	2	29
	i. something you read in a book? Where did you get the book?_____	2	30-31
	Buy or Subscribe 1 Borrow from another person 2 Borrow or use at library 3 Other 4 This Q skipped 9 DK/Refused 8 Col. 31		
	j. something told you by someone who works for a school or college?	2	32
	k. something told you by someone who works for a store or company or business?	2	33
	l. something told you by someone who works for a social service agency or a charity?	2	34
	m. something told you by a religious leader?	2	35
	n. something told you by someone who works in the city, county, state, or federal government?	2	36

QUESTION	ITEM		DECK	COLUMN
26a. Did you get the answer to this question before you actually needed it, at the time you needed it, or too late?			2	37
	Before	1		
	At the time	2		
	Too late	3		
	This question skipped	y		
	DK/Refused	8		
26b. When you got the answer to this question, how much did the answer help you? Would you say			2	38
	Not at all	1		
	A little	2		
	A lot	3		
	This question skipped	y		
	DK/Refused	8		

163

QUESTION	ITEM	DECK	COLUMN
Did the answer to this question help you in any of the following ways? (CHECK ALL ANSWERS)			
a. get something resolved or changed for the better?		2	39
	Yes 1		
	No 2		
	Don't know/refused 0		
	This question skipped 9		
b. plan what to do or when or how to do it?		2	40
c. understand the situation better?		2	41
d. understand why things happened, what caused them?		2	42
e. figure out your own thinking or goals?		2	43
f. give you a new or different perspective?		2	44
g. calm down or get control of yourself?		2	45
h. confirm your own ideas or views?		2	46
i. get motivated to keep going or do something?		2	47
j. save time or money or other resources?		2	48
k. feel like you were guided by expert information or advice?		2	49
l. feel reassured or supported and not alone?		2	50
m. allow you to know the ideas and opinions of others?		2	51

QUESTION	ITEM	DECK	COLUMN
Now I'd like to ask you some questions about how you tried to get an answer to this question. Did you attempt to get an answer from...			
a. your own thinking or past experience?	Yes 1 No 2 DK/refused 8 This Q skipped 9 First Column None 0 All 2 Part 1 DK/refused 8 This Q skipped 9 Second Column	2	52-53
b. something a professional (like a doctor or lawyer or social worker) told you?		2	54-55
c. something a friend, neighbor, or relative told you?		2	56-5
d. something you read in the newspaper?		2	58-5
e. something you heard on the radio?		2	60-6
f. something you saw or heard on TV?		2	62-6
g. something you read in a magazine?		2	64-6
h. something you got from a library?		2	66-6
i. something you read in a book? Where did you get the book?	Buy or Subscribe 1 Borrow from another person 2 Borrow or use at library 3 Other 4 This Q skipped 9 DK/refused 8 Col. 70	2	68-7
j. something told you by someone who works for a school or college?		2	71-
k. something told you by someone who works for a store or company or business?		2	73-
l. something told you by someone who works for a social service or charity?		2	75-
m. something told you by a religious leader?		2	77-
CARD NUMBER	2	2	0
IDENTIFICATION NUMBER		3	1-7
n. something told you by someone who works in city, county, state, or federal government?		3	8-9

QUESTION	ITEM	DECK	COLUMN

Several groups in the state are interested in helping people find information. I want to ask you some questions about how you go about getting information you need.

When you need to get an answer to some question, where do you usually go? (ASK EACH FOLLOWING QUESTION)

QUESTION	ITEM	DECK	COLUMN
a. Do you often -- sometimes -- or never ask a friend or relative for the information you need? (PLACE CHECK IN BOX)		3	10
	Often	1	
	Sometimes	2	
	Never	3	
	No Response	y	
b. What about government offices? Do you often, sometimes, or never seek information at an appropriate government office or agency? (PLACE CHECK IN BOX)		3	11
c. Do you often, sometimes or never obtain information from television or radio? (PLACE CHECK IN BOX)		3	12
d. If you have a need for information do you often, sometimes or never go to a library? (PLACE CHECK IN BOX)		3	13
e. Do you often, sometimes or never look up information in books, magazines, newspapers and other printed material? (PLACE CHECK IN BOX)		3	14

QUESTION	ITEM		DECK	COLUMN
Where do you generally get these materials? (ASK EACH CATEGORY AND CHECK ALL THAT APPLY)				
Buy or subscribe			3	15
	Yes (x)	1		
	No (x)	2		
	Refused to answer	8		
	This question a skip	9		
Borrow from another person			3	16
	Code same as above			
Borrow or use at library			3	17
	Code same as above			
Other (specify)			3	18
	Code same as above			

QUESTION	ITEM		DECK	COLUMN
How many people 14 years and older... live in your household?			3	19-20
	Record the total number	XX		
	DK/refused	88		
How many children...people under 14...live in your household?			3	21-22
	Record the total number	XX		
	DK/refused	88		
What was the highest grade you completed in school?			3	23-24
	Record the total number	XX		
	DK/refused	88		
Are your living quarters owned or rented?			3	25
	owned or being bought	1		
	rented	2		
	other	3		
	DK/refused	8		
Which of the following categories apply to you? READ THE FOLOWING CATEGORIES TO THE RESPONDENT			3	26
	14-18 years	1		
	19-24 years	2		
	25-54 years	3		
	55-64 years	4		
	65+ years	5		
	DK/refused	8		

QUESTION	ITEM		DECK	COLUMN
Can you tell me the category on the card that corresponds to your total family income from all sources last year?			3	27
	Under $4,000	1		
	$4,000-$7,999	2		
	$8,000-$11,999	3		
	$12,000-$14,999	4		
	$15,000-$19,999	5		
	$20,000-$29,999	6		
	$30,000-$39,999	7		
	$40,000 and over	8		
	Refused/Don't know	9		
Do you have access to an automobile?			3	28
	Yes	1		
	No	2		
	DK/refused	8		
Do you have access to public transportation?			3	29
	Yes	1		
	No	2		
	DK/refused	8		
Do you have a telephone in your home?			3	30
	Yes	1		
	No	2		
	DK/refused	8		

QUESTION	ITEM		DECK	COLUMN
39. Sex of respondent:			3	31
	Male	1		
	Female	2		
. Racial/ethnic origin of respondent:				
	Asian American	1		
	Black	2		
	Hispanic American	3	3	32
	Native American	4		
	White	5		
	Other	6		
	DK/refused	8		
Rural/Urban Residence				
	(This question was not asked on the questionnaire. The code for this item is determined from the address of the respondent on the front cover of the questionnaire. Using the City and County Data Book (U.S. Bureau of the Census, 1972), assign code '1' if the respondent's address is located in a place with a population less than 6,000.			
	Rural	1		
	Urban	(BLANK)	3	33
CARD NUMBER		3	3	80

APPENDIX E

1. Please start by identifying the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.

neighborhood	1.2%	
consumer	4.0	
housing	6.7	
work	11.2	
education	6.0	
health	6.7	
transportation	3.7	
recreation	1.7	
money	7.8	
child care	.2	
other family relationships	7.3	
legal matters	1.7	
crime or safety	2.5	
current events and news	.8	
other	8.4	(N=450)

2. Are there any other such situations that occurred in the last month that come to mind?

neighborhood	1.7%	
consumer	2.4	
housing	6.3	
work	7.8	
education	4.1	
health	3.3	
transportation	2.4	
recreation	1.3	
money	6.3	
child care	.7	
other family relationships	5.2	
legal matters	1.5	
crime or safety	1.3	
current events and news	.9	
other	6.3	(N=237)

3. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

neighborhood	3.0%	
consumer	4.2	
housing	1.5	
work	3.0	
education	3.4	
health	5.7	
transportation	1.1	
recreation	3.4	
money	5.7	
child care	1.1	
other family relationships	5.3	
legal matters	1.5	
crime or safety	1.1	
current events and news	1.9	
other	4.5	(N=178)

4. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

neighborhood	1.2%	
consumer	1.9	
housing	1.2	
work	4.4	
education	1.2	
health	1.9	
transportation	1.2	
recreation	.6	
money	5.0	
child care	1.2	
other family relationships	5.6	
legal matters	0.0	
crime or safety	.6	
current events and news	1.2	
other	7.5	(N=56)

5. What I'm going to do now is name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?

Yes	63.2%	
No	36.8	(N=639)

6. How about in the consumer area - for example, buying products or services, using them, paying for them?

Yes	47.2%	
No	52.8	(N=642)

7. How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?

Yes	53.8%	
No	46.2	(N=645)

8. How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on. . .?

Yes	62.4%	
No	37.6	(N=644)

9. How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on. . .?

Yes	68.5%	
No	31.5	(N=644)

10. How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on. . .?

Yes	54.7%	
No	45.3	(N=644)

11. How about transportation--trying to get from one place to another, buying a car, repairing one, and so on. . .?

Yes	59.2%	
No	40.8	(N=642)

12. How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?

Yes	64.0%	
No	36.0	(N=639)

13. How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on. . .?

Yes	54.7%	
No	45.3	(N=644)

14. How about child care -- obtaining child care, paying for child care and so on. . .?

Yes	91.0%	
No	9.0	(N=642)

15. How about other family relationships such as those involving brothers, sisters, spouse, or parents?

Yes	78.0%	
No	22.0	(N=640)

16. How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on. . .?

Yes	82.3%	
No	17.7	(N=644)

17. How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?

Yes	72.5%	
No	27.5	(N=643)

18. How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, political activity, general news items, and so on. . .?

Yes	77.2%	
No	22.7	(N=630)

19a. Number of situations named by respondent:

None	6.7%	
One	9.4	
Two or more	84.0	(N=630)

19b. Most Important Situation Named by Respondent:

UNAIDED	neighborhood	1.6%	
	consumer	1.8	
	housing	3.0	
	work	6.8	
	education	2.5	
	health	4.9	
	transportation	1.6	
	recreation	1.0	
	money	4.9	9
	child care	.4	
	other family relationships	3.9	
	legal matters	.7	
	crime or safety	2.3	
	current events and news	0.0	
	other	3.9	
AIDED			
	neighborhood	4.6%	
	consumer	5.8	
	housing	3.7	
	work	7.4	
	education	5.4	
	health	7.6	
	transportation	4.0	
	recreation	2.3	
	money	8.1	
	child care	.9	
	other family relationships	3.2	
	legal matters	1.9	
	crime or safety	3.9	
	current events and news	2.1	
	other	0.0	(N=570)

21. Let me check now. . .(This is a situation which is still going on/This is a situation that is in the past?)

In the past	24.6%	
Still going on	75.3	(N=593)

22. Whenever we're in situations like this there are always questions that we need answers to, things we want to learn or find out, things we want to make sense of, understand better, or just think about. In your situation did you want to know...

		NO	YES	
a.	What sources or services are available?	38.5%	61.5%	(N=559)
b.	What are the rules, regulations, or laws?	48.1	51.9	(N=565)
c.	How do I fit in, what is my role?	44.6	55.4	(N=554)
d.	What's going on, how will things turn out?	14.8	85.2	(N=580)
e.	What are my options, what's the best choice to make, the best thing to do?	20.7	79.3	(N=570)
f.	What do I really want, what are my priorities?	28.2	71.8	(N=556)
g.	Are there other ways I can think about this situation?	44.0	56.0	(N=557)
h.	When or where can I do something?	29.4	70.6	(N=557)
i.	If I do this particular thing, what will happen?	35.9	64.1	(N=541)
j.	What happened in the past, what caused this to happen?	46.7	53.3	(N=544)
k.	What are someone else's motives, feelings, or reasons?	45.7	54.3	(N-541)
l.	What are my own motives, feelings, or reasons?	41.0	59.0	(N=558)
m.	Can I get some information about the situation, what information can I get?	32.1	67.9	(N=557)
n.	Was the information helpful?	50.0	50.0	(N=502)
o.	What do others want me to do?	54.8	45.2	(N=531)
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	35.7	64.3	(N=544)
q.	How can I get around all the red-tape in the bureaucracy?	50.0	50.0	(N=534)
r.	How can I fight back?	47.4	52.6	(N=551)

23. We've just gone through a list of general questions that people often want answers to in situations. What I'd like now is for you to tell me the specific questions you had in your situation. We're going to do this by going back to the step-by-step description of your situation that you gave me just a while ago.

NUMBER OF STEPS		
0	16.4%	
1	19.9	
2	19.5	
3	14.5	
4	11.2	
5	5.2	
6	5.2	
7	3.3	
8	1.9	
9	.9	
10	1.2	
11	.3	
12	.5	(N=579)

24. Of the questions you had which do you feel was the most important one?

What sources or services are available?	3.2%
What are the rules, regulations, or laws?	.9
How do I fit in, what is my role?	.5
What's going on, how will things turn out?	13.0
What are my options, what's the best choice to make, the best thing to do?	10.7
What do I really want, what are my priorities?	1.4
Are there other ways I can think about this situation?	1.8
When or where can I do something?	5.3
If I do this particular thing, what will happen?	1.6
What happened in the past, what caused this to happen?	10.3
What are someone else's motives, feelings, or reasons?	22.4
What are my own motives, feelings, or reasons?	3.9
Can I get some information about the situation, what information can I get?	5.9
Was the information helpful?	0.0
What do others want me to do?	.5
Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	.9
How can I get around all the red-tape in the bureaucracy?	.5
How can I fight back?	.2
Other	3.0
How much money?	3.0
How long will it take?	4.8
What's missing?	.5
Can he do that? Do I have to do that?	1.1
How bad is it?	.7
Why can't I?	.5
How important is it?	.2
Why isn't she committed?	.2
Why are bureaucrats inefficient?	1.6
Why is it so hard?	.2
What can be done?	.9
Who do I contact?	.2
Who did it?	.2

(N=438)

25. Did you ever succeed in getting an answer to this question? Would you say it was:

Not answered at all	34.3%	
Partially answered	21.7	
Entirely answered	22.9	
Not answered at present	21.1	(N=502)

26. If you had been able to get an answer to this question, how much do you think that answer would have helped you? Would you say. . .

Not at all	19.6%	
A little	13.4	
A lot	48.6	
Don't know	18.5	(N=276)

27. Would the answer to this question have helped you in any of the following ways?

a. get something resolved or changed for the better?	Yes	92.0%	
	No	8.0	(N=176)
b. plan what to do or when or how to do it?	Yes	87.7%	
	No	12.3	(N=179)
c. understand the situation better?	Yes	83.2%	
	No	16.8	(N=179)
d. understand why things happened, what caused them?	Yes	69.2%	
	No	30.8	(N=172)
e. figure out your own thinking or goals?	Yes	78.4%	
	No	21.6	(N=171)
f. give you a new or different perspective?	Yes	75.1%	
	No	24.9	(N=169)
g. calm down or get control of yourself?	Yes	66.5%	
	No	33.5	(N=173)
h. confirm your own ideas or views?	Yes	72.2%	
	No	27.8	(N=158)
i. get motivated to keep going or do something?	Yes	74.4%	
	No	25.6	(N=164)
j. save time or money or other resources?	Yes	70.7%	
	No	29.3	(N=167)
k. feel like you were guided by expert information or advice?	Yes	60.5%	
	No	39.5	(N=162)
l. feel reassured or supported and not alone?	Yes	79.8%	
	No	20.2	(N=178)
m. allow you to know the ideas and opinions of others?	Yes	73.5%	
	No	26.5	(N=170)

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer or part of an answer from. . .

a.	your own thinking or past experience?	Yes	66.5%	
		No	33.5	(N=272)
b.	something a professional (like a doctor or lawyer or social worker) told you?	Yes	26.4%	
		No	73.6	(N=277)
c.	something a friend, neighbor, or relative told you?	Yes	50.9%	
		No	49.1	(N=273)
d.	something you read in the newspaper?	Yes	30.3%	
		No	69.7	(N=274)
e.	something you heard on the radio?	Yes	17.8%	
		No	82.2	(N=276)
f.	something you saw or heard on TV?	Yes	22.4%	
		No	77.6	(N=277)
g.	something you read in a magazine?	Yes	18.1%	
		No	81.9	(N=277)
h.	something you got from a library?	Yes	10.1%	
		No	89.9	(N=277)
i.	something you read in a book? Where did you get the book?			
		Yes(buy or subscribe)	4.2%	
		Yes(borrow from another person)	1.5	
		Yes(borrow or use at library)	4.6	
		Yes(other)	3.4	
		No	86.3	(N=263)
j.	something told you by someone who works for a school or college?	Yes	17.9%	
		No	82.1	(N=273)
k.	something told you by someone who works for a store or company or business?	Yes	27.1%	
		No	72.9	(N=277)
l.	something told you by someone who works for a social service agency or a charity?	Yes	11.2%	
		No	88.8	(N=277)
m.	something told you by a religious leader?	Yes	8.0%	
		No	92.0	(N=274)
n.	something told you by someone who works in the city, county, state, or federal government?	Yes	28.1%	
		No	71.9	(N=274)

26a. Did you get the answer to this question before you actually needed it, at the time you needed it, or too late?

Before	11.7%	
At the time	66.2	
Too late	22.1	(N=213)

26b. When you got the answer to this question, how much did the answer help you? Would you say

Not at all	22.6%	
A little	25.9	
A lot	50.0	
Don't know	.9	(N=211)

27. Did the answer to this question help you in any of the following ways?

a. get something resolved or changed for the better?	Yes	78.6%	
	No	21.4	(N=192)
b. plan what to do or when or how to do it?	Yes	76.5%	
	No	23.5	(N=187)
c. understand the situation better?	Yes	81.7%	
	No	18.3	(N=186)
d. understand why things happened, what caused them?	Yes	58.7%	
	No	41.3	(N=179)
e. figure out your own thinking or goals?	Yes	72.4%	
	No	27.6	(N=181)
f. give you a new or different perspective?	Yes	62.4%	
	No	37.6	(N=186)
g. calm down or get control of yourself?	Yes	59.6%	
	No	40.4	(N=183)
h. confirm your own ideas or views?	Yes	72.6%	
	No	27.4	(N=168)
i. get motivated to keep going or do something?	Yes	75.5%	
	No	24.5	(N=184)
j. save time or money or other resources?	Yes	52.7%	
	No	47.3	(N=184)
k. feel like you were guided by expert information or advice?	Yes	55.6%	
	No	44.4	(N=178)
l. feel reassured or supported and not alone?	Yes	70.2%	
	No	29.8	(N=181)
m. allow you to know the ideas and opinions of others?	Yes	69.3%	
	No	30.7	(N=176)

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer from. . .

a. your own thinking or past experience?	Yes(None)	8.5%	
	Yes(Part)	47.0	
	Yes(All)	19.0	
	No	25.5	(N=200)
b. something a professional (like a doctor or lawyer or social worker) told you?	Yes(None)	.9%	
	Yes(Part)	20.5	
	Yes(All)	14.5	
	No	64.1	(N=220)
c. something a friend, neighbor, or relative told you?	Yes(None)	1.8%	
	Yes(Part)	36.9	
	Yes(All)	7.8	
	No	53.5	(N=217)
d. something you read in the newspaper?	Yes(None)	1.4%	
	Yes(Part)	15.5	
	Yes(All)	2.3	
	No	80.9	(N=220)
e. something you heard on the radio?	Yes(None)	1.8%	
	Yes(Part)	8.1	
	Yes(All)	.5	
	No	89.6	(N=222)
f. something you saw or heard on TV?	Yes(None)	1.8%	
	Yes(Part)	11.4	
	Yes(All)	1.4	
	No	85.5	(N=220)
g. something you read in a magazine?	Yes(None)	.5%	
	Yes(Part)	9.1	
	Yes(All)	.9	
	No	89.5	(N=220)
h. something you got from a library?	Yes(None)	1.4%	
	Yes(Part)	5.0	
	Yes(All)	1.4	
	No	92.3	(N=222)

i.	something you read in a book? Where did you get the book?	Yes(None/buy or subscribe)	0.0%	
		Yes(None/borrow from another person)	0.0	
		Yes(None/borrow or use at library)	0.0	
		Yes(None/other)	.9	
		Yes(Part/buy or subscribe)	2.4	
		Yes(Part/borrow from another person)	.5	
		Yes(Part/borrow or use at library)	4.3	
		Yes(Part/other)	3.8	
		Yes(All/buy or subscribe)	.5	
		Yes(All/borrow from another person)	0.0	
		Yes(All/borrow or use at library)	.9	
		Yes(All/other)	1.9	
		No	84.8	(N=211)
j.	something told you by someone who works for a school or college?	Yes(None)	1.4%	
		Yes(Part)	13.6	
		Yes(All)	4.1	
		No	80.9	(N=220)
k.	something told you by someone who works for a store or company or business?	Yes(None)	1.4%	
		Yes(Part)	17.0	
		Yes(All)	5.5	
		No	76.1	(N=218)
l.	something told you by someone who works for a social service or charity?	Yes(None)	1.4%	
		Yes(Part)	4.7	
		Yes(All)	.9	
		No	93.0	(N=215)
m.	something told you by a religious leader?	Yes(None)	.9%	
		Yes(Part)	7.8	
		Yes(All)	2.3	
		No	88.9	(N=217)
n.	something told you by someone who works in city, county, state, or federal government?	Yes(None)	2.3%	
		Yes(Part)	10.5	
		Yes(All)	6.8	
		No	80.5	(N=220)

29 Several groups in the state are interested in helping people find information. I want to ask you some questions about how you go about getting information you need.

When you need to get an answer to some question, where do you usually go?

a.	Do you often -- sometimes -- or never ask a friend or relative for the information you need?	Often	42.9%	
		Sometimes	45.2	
		Never	11.9	(N=639)
b.	What about government offices? Do you often, sometimes, or never seek information at an appropriate government office or agency?	Often	12.9%	
		Sometimes	45.7	
		Never	41.4	(N=637)
c.	Do you often, sometimes or never obtain information from television or radio?	Often	22.7%	
		Sometimes	52.4	
		Never	24.9	(N=638)
d.	If you have a need for information do you often, sometimes or never go to a library?	Often	21.4%	
		Sometimes	42.0	
		Never	36.5	(N=635)
e.	Do you often, sometimes or never look up information in books, magazines, newspapers and other printed material?	Often	46.1%	
		Sometimes	40.4	
		Never	13.4	(N=633)

Where do you generally get these materials?

Buy or Subscribe	Yes	80.2%	
	No	19.8	(N=560)
Borrow from another person	Yes	44.2%	
	No	55.8	(N=559)
Borrow or use at library	Yes	51.0%	
	No	49.0	(N=559)
Other	Yes	11.0%	
	No	89.0	(N=557)

30. How many people 14 years and older...live in your household?

01	14.4%	
02	45.6	
03	20.1	
04	12.6	
05	4.1	
06	2.5	
07	.5	
08	0.0	
09	.2	
10	.2	(N=641)

31. How many children...people under 14...live in your household?

00	58.1%	
01	19.9	
02	14.9	
03	4.4	
04	1.3	
05	.6	
06	.5	
11	.2	
12	.2	(N=637)

32. What was the highest grade you completed in school?

01	0.0%	
02	.2	
03	.5	
04	.3	
05	.3	
06	1.4	
07	1.6	
08	3.6	
09	5.0	
10	5.8	
11	5.6	
12	34.8	
13	11.6	
14	8.3	
15	7.5	
16	6.6	
17+	6.9	(N=638)

33. Are your living quarters owned or rented?

Owned or being bought	62.6%	
Rented	35.1	
Other	2.3	(N=644)

34. Which of the following categories apply to you?

14-18 years	10.8%	
19-24 years	15.1	
25-54 years	51.3	
55-64 years	9.8	
65+ years	12.9	(N=641)

35. Can you tell me the category on the card that corresponds to your total family income from all sources last year?

Under $4,000	10.3%	
$ 4,000-$ 7,999	13.1	
$ 8,000-$11,999	14.4	
$12,000-$14,999	12.9	
$15,000-$19,999	14.0	
$20,000-$29,999	21.7	
$30,000-$39,999	6.8	
$40,000 and over	6.8	(N=543)

36. Do you have access to an automobile?

Yes	86.9%	
No	13.1	(N=643)

37. Do you have access to public transportation?

Yes	84.1%	
No	15.9	(N=643)

38. Do you have a telephone in your home?

Yes	96.6%	
No	3.4	(N=642)

39. Sex of respondent:

Male	42.9%	
Female	57.1	(N=644)

40. Racial/ethnic origin of respondent:

Asian American	3.9%	
Black	14.6	
Hispanic American	15.6	
Native American	1.1	
White	63.0	
Other	1.7	(N=645)

41. Residence:

Rural	13.0%	
Urban	87.0	(N=646)

U S DEPARTMENT OF HEALTH,
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INFORMATION NEEDS OF CALIFORNIANS

Introductory Materials
for the Summary Report

prepared for

THE CALIFORNIA GOVERNOR'S CONFERENCE
ON
LIBRARIES AND INFORMATION SERVICES

by the Survey Technical Advisory Group
to the California State Librarian

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

March, 1979

Sacramento, California

IR008276

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A. Explanatory Information Regarding the Survey.

This supplemental information is provided to assist readers of the Information Needs Survey: Summary Report, which was distributed in registration packets, in their review and use of the Summary during the Conference.

Scope of the Survey

This survey was an Information Needs Survey, not a Library Use Survey. As such, it deals with some situations for which information is needed but for which the library is definitely not an appropriate information source, (i.e., 52% of the survey respondents indicated that their own thinking or past experience were the relevant information sources; these are not sources that a library or other information service provider are likely to replace). Thus, on the one hand, the survey covers a broader spectrum of information needs than the Conference delegates may wish to address.

On the other hand, as an information needs survey it also excludes several areas of library service which the conferees will wish to address, but which were outside the scope of the survey of information needs. Exhibit 1 graphically depicts the relationship of the survey review to the services commonly provided by libraries.

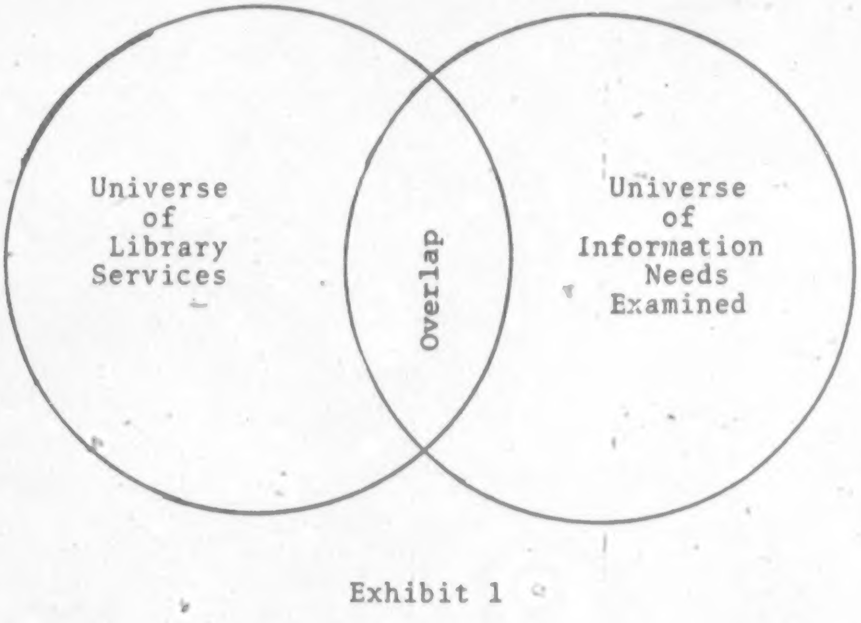
Universe of Library Services
Overlap
Universe of Information Needs Examined

Exhibit 1

One of the questions this Conference may wish to address is whether the "overlap" should increase, shrink, or stay the same, (i.e., are libraries addressing the "right" information needs of Californians? Should they be addressing more of them? Less?).

To further detail the difference between total library services and the total information needs surveyed, the following categorizing of library services is provided:

a. Information Services: Specific Issues/Situations
b Information Services: General
    General educational development
    Current Awareness
c. Leisure or recreational reading, viewing, and listening services
d. Special Support Services (e.g. typewriters, A-V equipment, photography dark rooms and accessories, meeting rooms, etc.)

Given this set of broad categories of services provided by libraries, a comparison with the types of services studied in the survey can be made. Generally, the survey studied only category "a" services, and it does not deal as directly with the other services libraries provide.

This does not mean that libraries should not be providing these other services, only that they were outside the scope of this particular survey. This survey deals more with the question: Where do Californians turn for information to help them resolve specific situations which occur in their everyday life? That question has great relevance to the issues of this Conference, but it is by no means the only library and information services question which delegates may want to address.

Report Summary

It should be remembered that the document provided is only a summary of the full survey results. Those interested in reviewing the detailed, technical report, produced in very limited quantities, should contact the State Library after the Conference.

Description/Definition of Survey Situations

Exhibit 2, below, lists the questions which were asked in the survey, resulting in the situations that were documented and analyzed for the Summary Report. If you have any questions about the meaning of a situation referred to in the summary, a check of this list of questions which prompted description of situations by respondents can be of assistance in understanding what was addressed.

EXHIBIT 2

IDENTIFICATION OF SITUATIONS

1. *Identify the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.*

2. *Name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?*

3. *How about in the consumer area - for example, buying products or services, using them, paying for them?*

4. *How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?*

5. *How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on....?*

6. *How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on....?*

7. *How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on....?*

8. *How about transportation--trying to get from one place to another, buying a car, repairing one, and so on...?*

9. *How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?*

10. *How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on...?*

11. *How about child care -- obtaining child care, paying for child care and so on...?*

12. *How about other family relationships such as those involving brothers, sisters, spouse or parents?*

13. *How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on...?*

14. *How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?*

15. *How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, polical activity, general news items, and so on...?*

Description/Definition of Information Sources

Exhibit 3 provides the complete questions which were asked, resulting in the list of information sources discussed in the Summary Report. This list may help to define in what way a particular source was perceived by those responding with a yes or no to that source.

Exhibit 3

Definition of Sources

How did you attempt to get an answer to your question?

Did you attempt to get an answer from ...

a. your own thinking or past experience?

b. something a professional (like a doctor or lawyer or social worker) told you?

c. something a friend, neighbor, or relative told you?

d. something you read in the newspaper?

e. something you heard on the radio?

f. something you saw or heard on TV?

g. something you read in a magazine?

h. something you got from a library?

i. something you read in a book?
Where did you get the book?

j. something told you by someone who works for a school or college?

k. something told you by someone who works for a store or company or business?

l. something told you by someone who works for a social service or charity?

m. something told you by a religious leader?

n. something told you by someone who works in city, county, state, or federal government?

Further Information/Assistance with the Survey

Some staff from King Research, which designed and conducted the survey, are attending the Conference to provide delegates another resource. They can be reached through Booth 9 in Info Expo. In addition, copies of the survey questionnaire and other information about the survey are also available in that booth.

B. Uses of the Survey Results

The following questions point out some of the findings of the survey and suggest to Conference delegates some potential policy implications of these findings. They are presented to assist delegates in their discussion of specific Conference issues.

Delegates will undoubtedly be discussing many different issues at the Conference. Those indicated in the following are just some which might be pursued.

1. When asked specifically whether they sought needed information in a library, 21% of the people surveyed indicated that they often turn to libraries as a source. However, in describing the information sources used to resolve the specific everyday situations they found important during the past month, only 7% indicated turning to a library. Does this indicate that:

   - Libraries are invisible, (i.e., although libraries may be able to provide the needed information, Californians don't think of turning to libraries to resolve everyday situations unless reminded of them)? Should efforts, then, be bent to make people think of and go to libraries for all of their information? If not all, then what part?

   - Libraries do not serve a purpose in everyday life situations and are best reserved for recreational and leisure services?

   - Libraries duplicate the services of other information-providing agencies, and since libraries are more remote from Californians' everyday life situations than these other agencies, they are sought out less often? If so, should their scope be lessened? Scope of other agencies lessened?

   - Libraries fill a critical information need in some everyday life situations, but most situations are resolved without tapping outside sources, (i.e., 40% are resolved from one's own thinking; past experience; or friends, neighbors, and relatives)?

   What does this finding say about what the function(s) of libraries should be? Where should libraries fit into the "information network"? Should they be all of it? A part of it - if a part, what part?

2. The survey responses indicate that Californians with a high income are twice as likely to use a library to seek needed information as are those of low income (27% as opposed to 13%). Should libraries, therefore:

   - -Generally charge fees for their services, since it is really those who can afford to pay who are actually using the library?

   - -Charge the high income group and not the low income group, (i.e., use fee based on income)? If so, how can this be implemented?

   - -Base services and collections on the needs of the high income group and work for a strong base of support from this group?

   - -Review services and collections provided, decide what functions are relevant to the library's target population and develop services and a support base directed only - or primarily - to that group? What services/functions are relevant?

   - -Decide that 27% is a low use figure, and that libraries (particularly public libraries) have outlived their usefulness and drastically reduce or eliminate them? Back to the basics? What are the basics in these times of advance and constant change?

3. Survey results indicate that about one-half of the Black and Hispanic population never use a library to obtain needed information. What should be the information service provider's response to this?

   - -Actively publicize present services to encourage members of these groups to use what is available?

   - -Actively change services to become more relevant to these groups? How?

   - -Assume the information needs of these groups are generally outside the function(s) of a library and leave this information responsibility to others? What are/ought to be the function(s) of a library? Of other information service providers?

   - -Decide that the survey results are wrong?

4. The survey indicated that different situations and information needs occur in differing levels of importance and incidence. Should a library which is trying to develop its services to be as responsive as possible:

   - Emphasize subject areas most often cited in everyday situations, (i.e., emphasize money matters, consumer issues, housing and home care, health, and job-related issues while de-emphasizing child care, legal matters, and current events?

   - Emphasize those subject areas indicated as most important, only?

   - Emphasize those where a library is most often turned to? Least often turned to?

   - Emphasize those areas cited as most important by groups making up the target group population of the particular library?

   - Use the survey techniques and results as a guide to similar local analysis of information need.

5. According to survey responses, most people were generally satisfied that their situation had been resolved, using current information sources. Should information suppliers then:

   - Assume they are doing the job which Californians need and not attempt to make changes, either in programs or funding?

   - Try to determine if they can provide a "better", more cost-effective way for Californians to resolve their information needs.

   - Attempt to provide more of the information needed - and now being provided by many different groups or agencies - so that an information seeker need go to a minimum number of sources for his information, (i.e., centralize information sources)?

INFORMATION NEEDS OF CALIFORNIANS

Commissioned by
CALIFORNIA STATE LIBRARY

for

THE CALIFORNIA GOVERNOR'S CONFERENCE
ON LIBRARIES AND INFORMATION SERVICES

March 1979

FOREWORD

California librarians are eager to provide services to satisfy the great variety of needs and interests of all the residents in their communities. In addition to lending books and answering reference questions, they have, in recent years, attempted to provide the information vital to solving the problems people encounter in their daily lives. Understandably, some are not library problems.

The purpose of this survey was to determine what information Californians need and where they go to get it. What information do they expect to find in their libraries? The results of the survey should enable librarians to know more precisely what kind of information and library services are most pertinent to user needs. I am pleased to present to you this vital survey of information needs in California. It is a "first" of its kind and essential to the shaping of library and information services in the post Jarvis-Gann era.

Ethel S. Crockett

Ethel S. Crockett
California State Librarian

SUMMARY REPORT

INTRODUCTION

This report contains the major findings of a statewide survey of California citizens undertaken to identify their needs for information, the ways they seek to satisfy these needs, and how well these needs are met. Previous studies have shown that persons do not find it easy to describe their every day information needs. Needs for information arise out of the current situations in which individuals find themselves. Consequently, in this survey it was necessary to allow the people being interviewed the opportunity to recall recent situations they had encountered. It was then possible to discuss their resulting information needs in terms of the questions they asked themselves in these situations.

The California survey was the first attempt to look at the information needs of citizens on a statewide basis. In the past, similar methods have been used in studies of information needs of citizens in selected urban areas.

SAMPLE DESIGN AND CHARACTERISTICS

The statewide survey required a carefully constructed random sample representative of the diverse population characteristics of California citizens. A sample of about 1,000 households was drawn by first selecting 50 large geographic areas across the state. Next, within each of these areas, four smaller areas were selected, and finally, five households in each of these smaller areas were chosen. Completed interviews were obtained from 646 persons 14 years of age and older. Comparisons of how well the final sample of 646 persons matched the characteristics of the total state population are as follows:

	State Population	**Sample**
Age		
13 years and under	not included in survey	
14-24	23%	26%
25-54	52	51
55 and over	25	23
Race		
Asian	4	4
Black	8	15
Hispanic	16	16
White and Other	72	65
Geographic Region		
Region 1	12	10
Region 2	21	22
Region 3	38	40
Region 4	7	5
Region 5	14	11
Region 6	8	12

Within these regions various types of communities were included ranging from the less populated areas of Red Bluff in Tehama County, Bishop in Inyo County, and Capitola in Santa Cruz County to the major urban areas of San Francisco and its suburbs, Los Angeles and its surrounding areas, San Diego, Oakland and Berkeley.

FINDINGS

Do citizens of California have information needs?

Yes, but they do not always perceive these needs to be related to information. Like everyone else, Californians have problems and questions facing them daily. Information is one aspect of problem solving, or making sense of everyday situations.

Citizens were asked to recall the questions which arose during their situations. The questions most often expressed were essentially subjective in nature as shown below. The figures show the percentages of persons who stated they asked themselves the particular questions.

● What's going on, how will things turn out?	85%
● What are my options, what's the best choice to make, the best thing to do?	79
● What do I really want, what are my priorities?	72
● When or where can I do something?	71
● Can I get some information about the situation, what information can I get?	68
● Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	64
● If I do this particular thing, what will happen?	64
● What sources or services are available?	62
● What are my own motives, feelings, or reasons?	59
● Are there other ways I can think about this situation?	56
● How do I fit in, what is my role?	55
● What are someone else's motives, feelings or reasons?	54
● What happened in the past, what caused this to happen?	53
● How can I fight back?	53
● What are the rules, regulations, or laws?	52
● How can I get around all the red-tape in the bureaucracy?	50
● What do others want me to do?	45

For the most part, Californians, regardless of their race, age, income, or education tended to have similar questions. One of the most frequently asked questions reflected a specific concern for information. About 68 percent of the respondents asked themselves — "Can I get some information about the situation, what information can I get?" This is a reasonably high percent of persons who specifically felt information might be useful in their situation. Hispanics were less likely than others to have the specific question about getting information — 61% of Hispanics, 76% Asians, 72% Blacks, and 68% Whites and Others. Older persons were also less likely than younger ones to cite the question concerning information.

What sources do Californians use in seeking information?

One of the main purposes of the project was to identify the sources people use in their attempts to obtain information. This was accomplished by having the respondents identify their most important questions and asking them how they tried to get answers to these questions.

At the time of the survey, some of the citizens were still working on their questions. When asked "Did you ever succeed in getting an answer to this question?", 23 percent had completely answered their questions and 34 percent had not answered them at all. The remainder was a combination of questions partially answered and questions not answered at present.

The sources used to obtain answers to these questions are shown below in the order of their frequencies as cited by all respondents. Also shown are the frequencies for questions which had been partially or entirely answered (successful), and those not answered at all or not answered at present (unsuccessful).

Sources Used	All	Successful	Unsuccessful
From your own thinking or past experience	52%	24%	28%
From something a friend, neighbor, or relative told you	37	16	21
From something a professional (like a doctor or lawyer or social worker) told you	23	12	11
From something told you by someone who works for a store or company or business	20	8	12
From something you read in the newspapers	19	6	13
From something told you by someone who works in the city, county, state, or federal government	19	7	12
From something you saw or heard on TV	15	5	10
From something told you by someone who works for a school or college	14	6	8
From something you read in a magazine	11	3	8
From something you heard on the radio	11	4	7
From something you read in a book	11	5	6
From something told you by a religious leader	7	4	3
From something told you by someone who works for a social service or charity	7	2	5
From something you got from a library	7	3	4

These findings are consistent with results from previous surveys which show that people make greater use of personal information sources than either the media or institutional sources. About seven percent of the respondents had used a library as a source for trying to answer their questions.

It was of interest to see if the sources used varied in terms of the respondents' characteristics such as age, income, race, residence (rural-urban) and education. Race and age produced the greatest variation among the respondents. Asians tended to make greater use of the media and personal sources. Asians were also highest in their use of libraries as information sources. The use of sources by race and age groups are as follows:

	Sources by Race				**Sources by Age**		
	Asian	**Black**	**Hispanic**	**White & Other**	**14-24 yrs.**	**25-54 yrs.**	**55 yrs. & over**
Own thinking	100%	75%	66%	68%	71%	73%	60%
Professional	33	23	36	31	24	35	23
Friend & relative	60	49	52	48	51	36	32
Newspaper	33	28	11	27	20	29	22
Radio	20	12	9	16	11	18	11
TV	20	18	10	21	14	21	20
Magazine	33	1	8	16	10	18	13
Library	20	3	4	10	9	10	7
Book	47	10	11	15	15	15	7
Someone who works for a school	27	11	12	21	22	20	10
Someone who works for a business	40	21	18	28	22	31	18
Someone at social service or charity	7	4	8	11	8	8	14
Religious leader	0	6	6	11	8	10	11
Government person	13	17	17	28	18	26	28

The respondents found the sources they used were reasonably good in providing answers. Most of them stated that some part of the answers was available from the sources.

Realizing that the current situations described might have been unusual, citizens were asked how they generally go about getting needed information. The following responses were obtained:

Do you	**Often**	**Sometimes**	**Never**
Ask a friend or relative for the information you need?	42%	45%	12%
Seek information at an appropriate government office or agency?	13	45	41
Obtain information from television or radio?	22	52	25
If you have a need for information go to a library?	21	41	36
Look up information in books, magazines, newspapers and other printed materials?	45	40	13
Where do you generally get this material?			
Buy or subscribe			70%
Borrow from another person			38
Borrow or use at library			44

The frequency with which Californians generally go to libraries for information also appeared related to certain personal characteristics such as income and race. In terms of income, 13 percent of the low income group said they often go to a library when information is needed compared with 27 percent of the high income group. The percentage of citizens, in terms of race, who stated they never use a library to seek information are as follows:

51%	Hispanics
46%	Blacks
32%	Whites and Others
24%	Asians

What kinds of current situations result in citizens having information needs?

Information needs are directly tied to the situations which produce them. The 646 completed interviews with Californians resulted in 3,869 situations which citizens had faced in the last month. While the situations do not necessarily reflect information needs, knowing something about situations is useful to those providing information services. The knowledge that consumer issues are persistent and major situations should help providers anticipate the types of questions which may be asked of them.

Of all the situations mentioned by the respondents, the greatest number had to do with money and consumer matters as shown below:

Situation	Number	Percent
Money matters	394	10.2
Consumer issues	390	10.1
Housing or home care	376	9.7
Health	368	9.5
Job-related issues	365	9.4
Transportation	302	7.8
Education	272	7.0
Neighborhood issues	261	6.7
Recreation, sports, or entertainment	257	6.6
Family relations	212	5.5
Crime and safety	203	5.3
Current events and news	159	4.2
Legal matters	136	3.5
Other situations	107	2.8
Child care	67	1.7
	3,869	100%

When situations are seen from the point of view of the individuals, the ranks change somewhat. Consumer issues, housing and home care, money matters, and health were cited by the greatest percent of individuals.

Respondents identified situations relating to jobs, money matters, and health as being the most important situations. Next came education, consumer issues, and family relations in order of importance.

The frequency of situations mentioned by different groups of citizens varied somewhat as shown:

	Situations by Race				Situations by Age		
	Asian	Black	Hispanic	White & Other	14-24 yrs.	25-54 yrs.	55 yrs. & Over
Neighborhood issues	24%	52%	20%	43%	32%	41%	48%
Consumer issues	76	61	40	64	50	66	60
Housing or home care	56	61	40	86	48	68	54
Job-related issues	64	59	61	55	67	68	21
Education	72	44	41	41	71	42	11
Health	24	63	52	59	40	49	71
Transportation	64	57	40	44	59	42	29
Rec., sports, enter.	40	37	33	42	40	44	32
Money matters	56	55	51	65	50	73	49
Child care	12	13	7	11	8	15	4
Family relations	36	30	33	39	22	41	30
Legal matters	24	18	23	21	24	23	13
Crime or safety	16	32	33	32	34	28	36
Current events and news	24	18	12	30	14	29	27

	Situations by Urban/Rural		Situations by Income		
	Urban	Rural	Low	Medium	High
Neighborhood issues	46%	20%	40%	42%	40%
Consumer issues	67	58	51	65	69
Housing or home care	66	38	61	63	62
Job-related issues	63	53	43	67	63
Education	48	24	43	42	42
Health	62	16	71	57	51
Transportation	53	36	43	48	53
Rec., sports, enter.	44	36	35	38	49
Money matters	67	62	71	63	65
Child care	11	13	10	13	10
Family relations	39	53	40	40	38
Legal matters	24	18	24	20	25
Crime or safety	36	11	38	30	32
Current events and news	28	18	21	22	34

How are the citizens' situations, information needs and sources linked?

The citizens of California have information needs which arise out of the everyday life situations in which they find themselves. In addition, they turn to various sources to seek answers to the questions which arise in their situations. This information is summarized in the table entitled "Conceptual Framework of the Study".

Conceptual Framework of the Study

Everyday Life Situations*

Money matters
Consumer issues
Housing or home care
Health
Job-related issues
Transportation
Education
Neighborhood issues
Recreation/sports/entertainment
Family relations
Crime or safety
Current events and news
Legal matters
Child care

Types of Questions*
(Information Needs)

What's going on, how will things turn out?
What are my options, what's the best choice to make, the best thing to do?
What do I really want, what are my priorities?
When or where can I do something?
Can I get some information about the situation, what information can I get?
Am I alone/is anyone listening/is anyone aware, does anyone agree with me?
If I do this particular thing, what will happen?
What sources or services are available?
What are my own motives, feelings, or reasons?
Are there other ways I can think about this situation?
How do I fit in, what is my role?
What are someone else's motives, feelings or reasons?
What happened in the past, what caused this to happen?
How can I fight back?
What are the rules, regulations, or laws?
How can I get around all the red-tape in the bureaucracy?
What do others want me to do?

Information Sources*

Own experience or thinking
Friend, neighbor or relative
Professional
Store, company or business
Newspaper
City, county, state or federal government
Television
Educator
Magazine
Radio
Book
Religious leader
Social service agency or charity
Library

*These findings are presented in descending order

SITUATIONS AND INFORMATION NEEDS

For the six information needs most often expressed by the respondents, the four situations most often named by the respondents are given.

- What's going on, how will things turn out?

  —neighborhood issues
  —education
  —legal matters
  —health

- Can I get some information about the situations, what information can I get?

  —housing or home care
  —education
  —job-related issues
  —legal issues

- When or where can I do something?

  —housing or home care
  —child care
  —family relations
  —legal matters

- Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?

  —consumer issues
  —neighborhood issues
  —job-related issues
  —legal matters

- What do I really want, what are my priorities?

  —education
  —current events and news
  —consumer issues
  —housing or home care

- What are my options, what's the best choice to make, the best thing to do?

  —housing or home care
  —child care
  —legal matters
  —crime or safety

SITUATIONS AND SOURCES

The major linkage in the conceptual framework seems to be between the situations and the sources from which individuals attempted to obtain answers. Broadly speaking, there were three types of sources from which individuals attempted to obtain answers in their situations:

- Personal or Primary
  (own thinking, past experience, friend, neighbor or relative)

- Institutional
  (professional, school, religious, library, social service or charity, governmental)

- Media
  (newspaper, TV, magazine, books, radio)

The major patterns which emerged between the most important situations mentioned by the citizens and the sources selected are discussed below.

As shown earlier, the sources to which the individuals most often turned for answers to their questions were their primary or personal sources and those to which they least often turned were their institutional ones. However, when looking at the three categories of information sources for each of the situations mentioned, certain patterns emerged.

- Situations in which media sources were most likely mentioned:

  —Current events and news
  —Consumer issues
  —Education

- Situations in which institutional sources were most likely mentioned:

  —Education
  —Health

- Situations in which personal sources were most likely mentioned:

  —Neighborhood issues
  —Consumer issues
  —Transportation
  —Money matters
  —Current events and news
  —Legal matters

LIBRARIES AND SITUATIONS

While the general tendency of the Californians was to utilize sources of information other than libraries, there were particular situations in which the residents used the library as a source of information. Specifically, these were in legal, educational, and job or work related situations. The library was never mentioned as an information source in child care and current events or news situations, and almost never mentioned as an information source in crime and housing situations.

CALIFORNIA SURVEY
INTERVIEWER'S MANUAL AND QUESTION-BY-QUESTION SPECIFICATIONS

King Research, Inc.
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Rockville, Maryland 20852

January 1979

Introduction

King Research Inc. is conducting a survey for the State of California. The research methodology to be employed is that of standard survey research, however, this survey contains specialized types of questions which require clarification prior to your entry into the field. By providing you with some background about the purpose of the study and the ideas behind the specialized questions asked, we hope to facilitate your interactions with the respondents. We are asking people throughout the State their opinions on a variety of everyday situations. A broad range of needs will be explored in this study, including those of an educational, cultural, recreational, occupational, and human development nature. Thus, we are interested in obtaining data pertaining to knowledge, ideas, facts, and imaginative works of the mind.

Some 1000 responses to this questionnaire will be used to help make decisions on how best to improve the services required to meet the needs of California residents.

The purpose of this manual is to provide you with a brief commentary on the survey to be performed as well as a more detailed description of your role as an interviewer in the successful completion of this project. Specifically, the job description will cover the approach to interviewing, the procedures for recording and editing questionnaires, the procedures to be followed in the field and specific question-by-question instructions relating to the usage of the questionnaire. Understanding of the points covered in this manual will save you time and make you more efficient. Therefore, please read it thoroughly and refer to it whenever a question comes up which is unclear. In any survey there are always problem situations which are unforeseen. Our field staff is here to help you with these problems. The important thing for you to remember is that the longer you wait before talking with your Supervisor about something you don't understand, the harder it may be to correct the situation.

King Research, Inc.

Your Employer, King Research Inc., was founded in 1974 as the Washington-based subsidiary of Market Facts, Inc. KRI is now an independently owned and operated research organization with a staff dedicated to high quality performance in all phases of survey research, including questionnaire design, sampling procedures, data collection, statistical analysis and report preparation.

Our clients include various government agencies and organizations, private corporations and universities and other institutions, such as the National Science Foundation, the National Cancer Institute, the Consumer Product Safety Commission and the Department of Labor.

King Research has a fine reputation in the research field for the quality of its interviewers' work. We welcome you to the staff of this study and hope you will find your work a rewarding experience.

What is a Survey

A survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Each person in the sample is asked the same series of questions found in the questionnaire. The answers obtained are put together in an organized way so that conclusions can be drawn. This information is then used in planning and research studies and to solve particular problems.

Skillful interviewing procedures are used to ensure full and accurate information. Careful methods are followed so that the data gathered from the sample of respondents can be confidently used to represent data about the total population. The use of a sample means that a small number of respondents can be selected to represent the whole, making it possible to avoid the very expensive and time consuming procedures of taking a census (a "census" would involve a complete accounting of every person in the population being studied).

What the Research Interviewer Does

In survey research, one tool for collecting information is the *interview,* during which people are asked about their experiences, what they think or feel about the matters which are being studied, and some facts about themselves.

The person who conducts the interviews, the *survey research interviewer,* is the eyes and ears of the research team -- writing down clearly and completely what is heard during the interviews.

The interviewer also makes sure that each person questioned (i.e., the *respondent)* hears the questions exactly as they are written in the questionnaire.

Only when all the interviewers working on a survey have learned to ask the questions in the same way, can the interviews be combined to give a true picture of the experience, thoughts, actions and feelings of all the people questioned.

The interviewer is a valuable and necessary person on the research team. A survey will be only as good as the interviewers who work on it. These days, when so many private and public agencies depend on accurate surveys to make decisions that affect people in all walks of life, the interviewer's job is especially important and meaningful.

The Ethics of Interviewing

Persons working in jobs and professions which deal with the experiences, thoughts, actions and feelings of people have a moral duty to those people. Survey research interviewing is one of those occupations, and interviewers must therefore accept the ethics (or moral duties) of the profession.

The interviewer may ask some questions he or she would not think of asking a close friend, questions which might be thought of as "too personal." You will find that the average person is willing to answer these questions, or even freely to offer you information which he or she would not tell a close friend or relative.

The main reason survey researchers can point to many successes in collecting useful information is *confidentiality*. Our interviewers can, and do, promise the people who are interviewed that their answers to the questions will be kept research confidential.

We promise people that we will never reveal what they have told us to anyone outside the research staff. IT IS YOUR DUTY TO KEEP THAT PROMISE. NEVER TELL FACTS ABOUT OR THE OPINIONS OF ANYONE YOU INTERVIEW.

Information collected or seen during an interview can be shared only with your supervisor. The supervisor and all the other members of the research team are under the same ethical, or moral, duty as you are to the people you interview.

The following section of the interviewer's guide contains the question-by-question specifications for the survey.

I. INTRODUCTION

Read introduction as is. Following the introduction are three statements to be read to the respondent. Always read the assurance of confidentiality and the statement regarding the letter of introduction from the Governor. If the respondent asks how they were selected, read the statement regarding random choice.

INTRODUCTION:
(IF CHILD ANSWERS
DOOR, ASK TO SPEAK
TO FATHER OR MOTHER)

Hello, my name is ______________________ and I am working for King Research, Inc. on a study for the State of California. We are asking people throughout the State their opinions on a variety of everyday situations. Some 1000 residents of California will participate in this project. The responses to this questionnaire will be used to help California make decisions on how best to improve the services required to meet the needs of residents.

USE AS MANY OF THE FOLLOWING AS NECESSARY

*All answers will be kept confidential and anonymous. Your answers will be combined with answers from all other respondents.

*This letter of introduction from the Governor's Office will be left with you after the interview in case you have questions you'd like to ask about the study.

*Your household was chosen randomly because it's important that we get answers from a representative group of California residents.

Description of Respondent Selection Process

In selecting the respondent it is important to keep in mind that the pattern of respondent selection outlined below must be followed exactly as given. Essentially these steps consist of:

1. First ask to see the male head of the household. If he is available, reread the introduction to him and conduct interview.
2. If he is not available, ask to speak to a member of the household who is 14 to 24 years of age. If there is an eligible respondent available in this category, repeat the introduction to him or her and conduct interview.
3. If no one is available in this category, ask to speak to the female head of the household, and repeat the introduction. If the female head of the household is not available, ask to speak to another household member over age 24. If there is an eligible respondent available in this category, repeat the introduction to him or her and conduct interview.
4. If no one age 14 years of age or older is home, make arrangements and suggest you will call back at another time. RECORD THIS INFORMATION ON YOUR CALL BACK RECORD LOCATED ON THE INSIDE FRONT COVER OF YOUR QUESTIONNAIRE.

RESPONDENT SELECTION

My instructions specify that I should interview a certain person in the household if that person is available.

May I please speak to the male head of the household?

REPEAT INTRODUCTION

IF NO, I would like to speak to a member of this household whose age is 14-24 years of age.

REPEAT INTRODUCTION

IF NO, I would like to speak to the female head of the household.

REPEAT INTRODUCTION

IF NO, Is there any other household member over age 24 that I could speak with?

REPEAT INTRODUCTION

IF NO ONE AGED 14 YEARS OR OLDER IS HOME, THANK THE PERSON AND SUGGEST YOU WILL CALL BACK AT ANOTHER TIME. ASK ABOUT A GOOD TIME.

Explanation of Interview

Notice on page 2 there is a place for you to record the time the interview began. Following this is the explanation of the interview which you are to read to the respondent. It is important that you read this explanation exactly as it is given.

Note that we stress the fact that there are no right or wrong answers to the questions. We wish for you to convey to the respondent that we have a personal interest in identifying the situations they face in everyday life. It does not matter what kind of situations the respondent wishes to talk about. It is only important that we obtain their cooperation in talking about their everyday life situations. AS YOU TALK TO THE RESPONDENT YOU WILL BE WRITING DOWN THEIR RESPONSES.

TIME INTERVIEW
BEGAN_____ AM
PM

EXPLAIN INTERVIEW

Before we start, let me tell you a little bit about this interview. It has two sections. In the first, we ask you to identify a variety of situation that you've faced in the past month. In the second, we ask you to discuss one of these situations. There are no right or wrong answers. What's important is that you tell us about the situations you face in everyday life so we can understand how you personally see them. As you talk, I will be writing down your comments.

Question 1.

The intent of Question 1 is to provide the respondent with an opportunity to tell us about situations which occur in his or her everyday life. They may be problem areas, or they may be areas of life in which the respondent simply wants to talk. It is extremely important that you allow the respondent to provide his or her own interpretation of what constitutes a situation. Thus, this is an instance in which you must remain totally neutral.

Any situation which the respondent wishes to discuss should be regarded as a legitimate response and recorded in the space provided on page 2.

SECTION 1: IDENTIFICATION OF SITUATIONS

1. Please start by identifying the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.

____NONE → GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

Questions 5 through 18.

These questions deal with specific issues in the respondent's life for which we would like the R to discuss the outline of any situations which they have encountered in these areas. These areas are:

- neighborhood issues
- consumer issues
- housing or home care
- work
- education
- health
- transportation
- recreation
- sports or entertainment
- money
- childcare
- family relationships
- legal matters
- crime or safety
- current events and news

As noted in the specifications for Question 1, it is important that you remain entirely neutral, and allow the respondent to express their feelings about the situations mentioned. It is particularly important for you to understand that the situations mentioned can be positive as well as negative.

5. What I'm going to do now is name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?

____NO

GO TO Q 6

____YES

Would you describe that situation for me?

____

____

____

____

Questions 2 through 4.

These questions have the same intent as Question 1, and are simply designed to elicit additional situations in other areas besides the one noted in Question 1. Record as many as the respondent is willing to divulge.

2. Are there any other such situations that occurred in the last month that come to mind?

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

3. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

4. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

6. How about in the consumer area - for example, buying products or services, using them, paying for them?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

7. How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

8. How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on....?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 9

9. How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on...?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

10. How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

11. How about transportation--trying to get from one place to another, buying a car, repairing one, and so on...?

_____NO

_____YES

GO TO
Q 12

____

____

____

____

12. How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

13. How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

14. How about child care — obtaining child care, paying for child care and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 15

15. How about other family relationships such as those involving brothers, sisters, spouse or parents?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

16. How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

17. How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

18. How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, political activity, general news items, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 19

Section 2. Analysis of Situation

Question 19.

Question 19 requires that you follow through a series of steps.

- FIRST GO BACK AND COUNT THE SITUATIONS NAMED ON PAGES 2-7 AND RECORD THE NUMBER AS NONE IF THE RESPONDENT HAS GIVEN NO SITUATIONS, ONE IF THE RESPONDENT HAS GIVEN ONE SITUATION. AND TWO OR MORE IF THE RESPONDENT HAS GIVEN ANY NUMBER MORE THAN ONE.
- If the respondent has described no situation, proceed to ask Question 29 on page 16.
- If the respondent has described only one situation say: "What we're going to do now is look at the situation you named in depth." Then proceed to ask Question 20 on page 9.
- If the respondent has described two or more situations, say: "At this point, I'd like to go back and review all the situations you've named so you can tell me which one was most important to you."

  After reviewing all the situations named on pages 2 through 7, ask the respondent: "Which one of these is most important to you?"

  It is crucial that respondent understands that the response to this question does not have to refer to a situation which has been resolved at this time. Rather, attempt to get the respondent to focus upon that situation named earlier which seemed the most important to them.

  Then say: "What I'm going to do is write a brief description of that situation here so we can refer back to it easily."

  After writing the description in the space provided at the bottom of page 8, continue on to page 9 to ask Question 20.

SECTION 2: ANALYSIS OF SITUATIONS

19. INTERVIEWER: CHECK BELOW THE NUMBER OF SITUATIONS NAMED BY R

____NONE

GO TO PAGE 16
Q29

____ONE

What we're going to do now is look at the situation you named in depth.

GO TO Q20

____TWO OR MORE

At this point, I'd like to go back and review all the situations you've named so you can tell me which one was most important to you.

BRIEFLY REVIEW ALL SITUATIONS NAMED ON PAGES 2 to 7

Which one of these is most important to you? [IT MAY NOT BE RESOLVED NOW.]

What I'm going to do is write a brief description of that situation here so we can refer back to it easily.

PUT THE QUESTION # OF THE SELECTED SITUATION HERE:

____Q#

RECORD A BRIEF DESCRIPTION OF THE SITUATION HERE. READ OUT LOUD AS YOU WRITE.

____

____

____

____

____

____

Question 20.

In Question 20 there are several issues to be aware of:

a. Your goal is to permit the respondent to structure the events in in the situation into a time ordered sequence, beginning with the first event that he or she recalls, and work their way up to the present time (or, up to the point where the situation ended).

b. Any item which the respondent specifies as a step in their situation should be considered a legitimate response and recorded in its proper sequence.

THERE ARE TWO PLACES IN THIS QUESTION WHERE YOU MUST PAUSE BRIEFLY TO ALLOW THE RESPONDENT TO ORGANIZE THEIR THOUGHTS. THE FIRST PAUSE OCCURS BEFORE THE SENTENCE WHICH BEGINS: "YOU SHOULD START WITH THE VERY FIRST EVENT . . ." THE SECOND PAUSE OCCURS BEFORE THE SENTENCE WHICH BEGINS: "THINK BACK NOW TO THE FIRST THING . . ."

Record all of the steps in the space provided. When you get to the thirteenth step pause and ask of the respondent: "Are there any other steps?" If the respondent mentions no other steps proceed to Question 21. If the respondent answers "yes" at this point, read them the section "I'm only going to record the steps so far, but why don't you finish telling me about the remaining steps so the entire situation will be fresher in your mind." The purpose here is to enable the respondent to recall the entire situation, so keep probing with "next" until the respondent has exhausted all of the steps in their mind. It should be clear that you need only record 13 steps.

20. Now what I'd like you to do is to describe all the things that happened in this situation — the things you thought or did, the things other people did or said, and the things that just happened. PAUSE You should start with the very first event and then tell me the things that happened step by step working your way up to the present time or to the point where the situation ended. PAUSE Think back now to the first thing that happened. What was that?

STEP 1:

STEP 2: What happened next?

STEP 3: Next?

STEP 4: Next?

STEP 5: Next?

STEP 6: Next?

STEP 7: Next?

STEP 8: Then what happened?

STEP 9: Next?

STEP 10: Then?

STEP 11: Next?

STEP 12: Next?

STEP 13: Are there any other steps?
IF NO: PROCEED TO Q 21.
IF YES: I'm only going to record the steps so far but why don't you finish telling me about the remaining steps so the entire situation will be fresher in your mind?
KEEP PROBING WITH "NEXT" UNTIL STEPS ARE EXHAUSTED.

Question 21

For Question 21 simply take a moment and review in your mind whether or not the situation mentioned is a situation which is still going on, or if it is a situation which occurred in the past. Then, record the response in appropriate category with a check mark.

21. Let me check now...(This is a situation which is still going on/This is a situation that is in the past?)

_________IN THE PAST

___________STILL GOING ON

Question 22

Read the introduction to Question 22 exactly as it appears in the questionnaire. Then read the situation described in a through x and circle appropriate "yes" or "no" response.

FROM TIME TO TIME IT MAY BE NECESSARY TO REPEAT THE FOLLOWING: "IN YOUR SITUATION WOULD YOU WANT TO KNOW . . ."

22. Whenever we're in situations like this there are always questions that we need answers to, things we want to learn or find out, things we want to make sense of, understand better, or just think about. In your situation did you want to know...**

CIRCLE ANSWER

a.	What sources or services are available?	No	Yes	DK
b.	What are the rules, regulations, or laws?	No	Yes	DK
c.	How do I fit in, what is my role?	No	Yes	DK
d.	What's going on, how will things turn out?	No	Yes	DK
e.	What are my options, what's the best choice to make, the best thing to do?	No	Yes	DK
f.	What do I really want, what are my priorities?	No	Yes	DK
g.	Are there other ways I can think about this situation?	No	Yes	DK
h.	When or where can I do something?	No	Yes	DK
i.	If I do this particular thing, what will happen?	No	Yes	DK
j.	What happened in the past, what caused this to happen?	No	Yes	DK
k.	What are someone else's motives, feelings, or reasons?	No	Yes	DK
l.	What are my own motives, feelings, or reasons?	No	Yes	DK
m.	Can I get some information about the situation, what information can I get?	No	Yes	DK
n.	Was the information helpful?	No	Yes	DK
o.	What do others want me to do?	No	Yes	DK
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	No	Yes	DK
q.	How can I get around all the red-tape in the bureaucracy?	No	Yes	DK
r.	How can I fight back?	No	Yes	DK

**IF RESPONDENT APPEARS TO BE LOSING THE TRAIN OF THOUGHT, REPEAT "In your situation did you want to know..." AS IN LEAD IN TO a.

Question 23.

The intent of Question 23 is to focus the respondent's attention back upon the step by step description of the situation outlined earlier in Question 20, and to probe for any questions they may have related to their situation.

- First read. . . "We've just gone through a list of general questions that people often want answers to in situations. What I'd like now is for you to tell me the specific questions you had in your situation. We're going to do this by going back to the step-by-step description of your situation that you gave me just a while ago."
- Then, go back to page 9 and read the first step the respondent gave under Question 20.
- Next, read . . . "Did you have any questions you needed answers to, things you wanted to make sense of, understand better, or just think about at this point in your situation?"

  If the respondent has a question pertaining to the first step of the situation named, place a check in the "YES" box in the column headed "HAVE ANY QUESTIONS?" Then ask: "What were the questions?" Write the question exactly as it is worded by the respondent in the column headed "SPACE FOR FIRST QUESTION."

  Now ask the respondent if they had "Any other questions?" If the respondent mentions a second question, enter the question exactly as it is worded by the respondent in the column headed "SPACE FOR SECOND QUESTION."

- Read the next step respondent mentioned in Question 20, page 9.
- Then ask: Did you have any questions you needed answers to at this step? /IF YES/ What were they? PROBE: Any Others?
- Continue this procedure for all the steps the respondent gave.

(Specification for Question 23
continued on next page)

- IF THE RESPONDENT DID NOT MENTION ANY QUESTIONS RELATED TO ANY OF THE STEPS OUTLINED, ENTER A CHECK IN THE COLUMN HEADED "HAVE QUESTIONS?" THEN CONTINUE ON TO EACH SUCCESSIVE STEP.

23. We've just gone through a list of general questions that people often want answers to in situations. What I'd like now is for you to tell me the specific questions you had in your situation. We're going to do this by going back to the step-by-step description of your situation that you gave me just a while ago.

FIX QUESTIONNAIRE SO YOU CAN RETURN TO PAGE 9 FREQUENTLY

Recall that you said that what happened at the first step in your situation was:

READ STEP 1 ON PAGE 9 **

Did you have any questions you needed answers to, things you wanted to learn or find out, things you wanted to make sense of, understand better, or just think about at this point in your situation?

CHECK ANSWER BELOW

**At the next step in your situation you said this happened: READ NEXT STEP Did you have any questions you needed answers to at this step? /IF YES/ What were they? PROBE: Any Others?

REPEAT ** UNTIL ALL STEPS ON PAGE 9 ARE COVERED. OCCASIONALLY REPEAT THE FULL PATTERN FROM * ABOVE

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
1	↓	→		
2	↓	→		
3	↓	→		
4	↓	→		
5	↓	→		
6	↓	→		
7	↓	→		

(CONTINUED ON NEXT PAGE)

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
8	↓	→		
9	↓	→		
10	↓	→		
11	↓	→		
12	↓	→		

Question 24.

In question 24, it may be necessary to review the questions mentioned by the respondent in question 23. Do not ask question 24 if respondent only mentioned one question above.

24. Of the questions you had which do you feel was the most important one?

RESTATE QUESTION:

____

____

____

____

Question 25.

For Question 25, there is a difference between questions which are not answered at all (i.e. unresolvable) and questions which are not answered at present (i.e. although no answer is available at this point, an answer is possible in the future.)

25. Did you ever succeed in getting an answer to this question? Would you say it was: /CHECK WITH X/

READ RESPONSES

_____Not answered at all

_____Partially answered

_____Entirely answered

_____Not answered at present

Questions 26 through 28.

For Questions 26 - 28 IT IT IMPORTANT THAT YOU NOTE THE RESPONDENTS' ANSWER TO QUESTION 25. AS THERE ARE TWO QUESTIONS NUMBERED 28, IT IS IMPORTANT THAT YOU FOLLOW THE SKIP PATTERN OUTLINED AT THE BOTTOM OF PAGE 13, CAREFULLY.

If the respondent answered "NOT AT ALL" to Question 25:

a. Ask Question 26 which appears on the left hand side of page 13, and record the appropriate answer.

b. Then proceed to ask Question 27 on the same left side of page 13, and record the appropriate answers.

c. At the bottom of this page you are instructed to continue on to page 14. On page 14 you must ask all parts (a through n) to Question 28.

d. Then proceed to ask Question 29 on page 16.

If the respondent answered "PARTIALLY" or "ENTIRELY" or "NOT ANSWERED AT PRESENT" to Question 25.

a. Ask Question 26 which appears on the right hand side of page 13. Please note that there are two sections to this question: 26a and 26b.

b. Place a check mark next to the answer indicated by the respondent to both parts of Question 26.--26a and 26b.

c. Now ask each part of Question 27 (a through n) which appears on the right hand side of page 13, and record the appropriate responses.

d. Skip to page 15.

e. Ask all of the parts to Question 28 (a through n) one at a time. Place a check mark under the columns marked DK, NO, or YES. If the respondent says "Yes" to any of the items (a through n), ask the question: "Did you succeed in getting all of the answer by doing this, part of it, or none of it?" Record the respondent's answer by placing a check mark under the columns headed ALL, PART, OR NONE.

f. When you have asked all of the parts to Question 28, proceed to ask Question 29 on page 16.

Questions 26 through 28.

For Questions 26 - 28 IT IT IMPORTANT THAT YOU NOTE THE RESPONDENTS' ANSWER TO QUESTION 25. AS THERE ARE TWO QUESTIONS NUMBERED 28, IT IS IMPORTANT THAT YOU FOLLOW THE SKIP PATTERN OUTLINED AT THE BOTTOM OF PAGE 13, CAREFULLY.

If the respondent answered "NOT AT ALL" to Question 25:

a. Ask Question 26 which appears on the left hand side of page 13, and record the appropriate answer.

b. Then proceed to ask Question 27 on the same left side of page 13, and record the appropriate answers.

c. At the bottom of this page you are instructed to continue on to page 14. On page 14 you must ask all parts (a through n) to Question 28.

d. Then proceed to ask Question 29 on page 16.

If the respondent answered "PARTIALLY" or "ENTIRELY" or "NOT ANSWERED AT PRESENT" to Question 25.

a. Ask Question 26 which appears on the right hand side of page 13. Please note that there are two sections to this question: 26a and 26b.

b. Place a check mark next to the answer indicated by the respondent to both parts of Question 26.--26a and 26b.

c. Now ask each part of Question 27 (a through n) which appears on the right hand side of page 13, and record the appropriate responses.

d. Skip to page 15.

e. Ask all of the parts to Question 28 (a through n) one at a time. Place a check mark under the columns marked DK, NO, or YES. If the respondent says "Yes" to any of the items (a through n), ask the question: "Did you succeed in getting all of the answer by doing this, part of it, or none of it?" Record the respondent's answer by placing a check mark under the columns headed ALL, PART, OR NONE.

f. When you have asked all of the parts to Question 28, proceed to ask Question 29 on page 16.

THIS COLUMN IF: THE RESP. Q NOT ANSWERED AT ALL

26. If you had been able to get an answer to this question, how much do you think that answer would have helped you? Would you say...

___not at all ___a little
___don't know ___a lot

27. Would the answer to this question have helped you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
m. allow you to know the ideas and opinions of others?			

/GO TO PAGE 14/

THIS COLUMN IF: RESP. Q PARTIALLY OR ENTIRELY OR NOT ANSWERED AT PRESENT

26a. Did you get the answer to this question before you actually needed it, at the time you needed it, or too late?

___before ___at the time
___too late

26b. When you got the answer to this question, how much did the answer help you? Would you say

___not at all ___a little
___a lot

27. Did the answer to this question help you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
m. allow you to know the ideas and opinions of others?			

/GO TO PAGE 15/

THIS PAGE IF: THE
RESP. Q NOT ANSWERED AT ALL

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer or part of an answer from...	DK	NO	YES
a. your own thinking or past experience?			
b. something a professional (like a doctor or lawyer or social worker) told you?			
c. something a friend, neighbor, or relative told you?			
d. something you read in the newspaper?			
e. something you heard on the radio?			
f. something you saw or heard on TV?			
g. something you read in a magazine?			
h. something you got from a library?			
i. something you read in a book? Where did you get the book?__________			
j. something told you by someone who works for a school or college?			
k. something told you by someone who works for a store or company or business?			
l. something told you by someone who works for a social service agency or a charity?			
m. something told you by a religious leader?			
n. something told you by someone who works in the city, county, state, or federal government?			

GO TO Q 29, PAGE 16.

THIS PAGE IF:
RESP. Q PARTIALLY OR ENTIRELY ANSWERED
OR NOT ANSWERED AT PRESENT

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer from...	DK	NO	YES	IF YES: Did you succeed in getting all of the answer by doing this, part of it, or none of it? ALL (2)	PART (1)	NONE (0)
a. your own thinking or past experience?						
b. something a professional (like a doctor or lawyer or social worker) told you?			→			
c. something a friend, neighbor, or relative told you?			→			
d. something you read in the newspaper?			→			
e. something you heard on the radio?			→			
f. something you saw or heard on TV?			→			
g. something you read in a magazine?			→			
h. something you got from a library?			→			
i. something you read in a book? Where did you get the book? ______			→			
j. something told you by someone who works for a school or college?			→			
k. something told you by someone who works for a store or company or business?			→			
l. something told you by someone who works for a social service or charity?			→			
m. something told you by a religious leader?			→			
n. something told you by someone who works in city, county, state, or federal government?			→			

Question 29.

Read Question 29 as given. DO NOT PAUSE AFTER READING: "When you need to get an answer to some question, where do you usually go?" IMMEDIATELY CONTINUE ON TO PART A.

PLACE A CHECK MARK IN ONE OF THE 4 BOXES PROVIDED TO THE RIGHT OF THE QUESTION... Place the check mark under the column headed "O" if the respondent says "often" - S if the respondent says "sometimes" - N if the respondent says "never", and NA/DK if the respondent does not answer the question or does not know. IN PART E. OF QUESTION 29, IF THE RESPONDENT SAYS "NEVER" OR DOES NOT RESPOND, PLACE A CHECK IN THE APPROPRIATE COLUMN (AS DESCRIBED ABOVE), THEN GO TO QUESTION 30. The last part of Question 29, "Where do you get these materials?" refers to those materials mentioned in part E. Read all of the possible responses one at a time, place a check mark beside each category that the respondent says "yes" to. If the respondent says "no", leave the space blank.

29. Several groups in the state are interested in helping people find information. I want to ask you some questions about how you go about getting information you need.

When you need to get an answer to some question, where do you usually go? (ASK EACH FOLLOWING QUESTION)

	O	S	N	NR
a. Do you often -- sometimes -- or never ask a friend or relative for the information you need? (PLACE CHECK IN BOX)				
b. What about government offices? Do you often, sometimes, or never seek information at an appropriate government office or agency? (PLACE CHECK IN BOX)				
c. Do you often, sometimes or never obtain information from television or radio? (PLACE CHECK IN BOX)				
d. If you have a need for information do you often, sometimes or never go to a library? (PLACE CHECK IN BOX)				
e. Do you often, sometimes or never look up information in books, magazines, newspapers and other printed material? (PLACE CHECK IN BOX)				

Where do you generally get these materials? (ASK EACH CATEGORY AND CHECK ALL THAT APPLY)

___ Buy or subscribe
___ Borrow from another person
___ Borrow or use at library
___ Other (specify) ____________

SECTION 3: DEMOGRAPHICS

Read the introduction to section three as given in the questionnaire. It is important that you again stress that all the results of this survey are confidential, and that no individual will be analyzed singly.

Question 30 and 31.

Record the total numberof persons in the spaces provided. If the answer is "none" record a zero.

SECTION 3: DEMOGRAPHICS

Finally, we need to ask a few questions about you and your household so we can determine what groups of people have different problems and concerns. Please remember that your answers are confidential and will be used only in combination with those of other respondents.

30. How many people 14 years and older... live in your household?
/GET SPECIFIC NUMBER/

_______ persons

31. How many children...people under 14...live in your household?

_____children

Question 32.

In Question 32, we are trying to ascertain the number of years the respondent has completed in school. It may be necessary to clarify the response given in order to obtain a specific number. For example, the respondent may say "some college" -- in this case, ask the respondent "how many years of college was that". If the respondent has an advanced degree, circle 17+.

32. What was the highest grade you completed in school? /CIRCLE ANSWER/

Elementary: 1 2 3 4 5 6 7 8

High School: 9 10 11 12

College: 13 14 15 16

Post-grad: 17+

Question 33.

The living quarters refered to in this question are the quarters occupied **at this time.**

33. Are your living quarters owned or rented? /CHECK ANSWER/

_____owned or being bought

_____rented

_____other (specify)________________________________

Question 34.

Question 34 asks the respondent's age on his or her last birthday. Enter the # of years in the space provided. If the respondent refuses to answer, write "refused" in the space. If the respondent does not know their age at last birthday, enter a DK in the space provided.

34. Which of the following categories apply to you?
READ THE FOLOWING CATEGORIES TO THE RESPONDENT

_____ 14-18 years
_____ 19-24 years
_____ 25-54 years
_____ 55-64 years
_____ 65+ years

Question 35.

You have been given a card (accompanying the questionnaire) which lists the income categories for the respondent to point to. Circle the response on the questionnaire indicated by the respondent.

DO NOT ASK --

HAND CARD TO RESPONDENT

---

35. Can you tell me the category on the card that corresponds to your total family income from all sources last year?

/CIRCLE RESPONSE/

A. Under $4,000
B. $4,000-$7,999
C. $8,000-$11,999
D. $12,000-$14,999
E. $15,000-$19,999
F. $20,000-$29,999
G. $30,000-$39,999
H. $40,000 and over
I. Refused/Don't know

Question 36, 37, and 38.

Ask these questions as given in the questionnaire, and record the response in the categories provided.

36. Do you have access to an automobile?

____Yes ____No

37. Do you have access to public transportation?

____Yes ____No

38. Do you have a telephone in your home?

____Yes ____No

Question 39.

DO NOT ASK, RECORD SEX OF RESPONDENT

/INTERVIEWER: PLEASE ANSWER THE FOLLOWING BY OBSERVATION, IF POSSIBLE/

39. Sex of respondent:

_____MALE

_____FEMALE

Question 40.

DO NOT ASK. RECORD RACE OF RESPONDENT IF ABLE TO DETERMINE. IF NOT ABLE TO DETERMINE, ASK: "Do you consider yourself to be; Asian American, Black, Hispanic American, Native American, White.

40. Racial/ethnic origin of respondent: (If unable to determine visually, ask the respondent)

_____Asian American

_____Black

_____Hispanic American

_____Native American

_____White

_____Other (Explain)________

____

TIME INTERVIEW COMPLETED _____ A.M. P.M.

INTRODUCCIÓN:

(SI UNA CRIATURA ABRE LA PUERTA, PIDA HABLAR CON LA MADRE O EL PADRE)

Hola, mi nombre es ________________.
y trabajo para la compania King Research que está haciendo un estudio para el Gobernador de California, obteniendo las opiniones de la gente a través del estado sobre una variedad de situaciones que surgen en la vida cotidiana. Unos mil residentes de California participarán en este proyecto. Las respuestas serán usadas por el estado de California para decidir cómo mejorar los servicios necesarios de sus residentes.

USE TANTO DE LO SIGUIENTE COMO SEA NECESARIO

* Todas las respuestas son confidenciales y anónimas. Sus respuestas seran juntadas a las respuestas de los demás participantes.

* Al final de la entrevista le dejaremos esta carta de introducción a la oficina del Gobernador, por si acaso Ud. desea averiguar más sobre este estudio.

* Su domicilio fué elegido por casualidad porque es importante obtener respuestas de un grupo represetativo de gente residente en California.

SELECCIÓN DEL ENTREVISTADO

Mis instrucciones expresamente mencionan que debo tratar de entrevistar a ciertas personas de la casa si es posible.

¿Por favor, podría hablar con el padre de la familia?

REPITA LA INTRODUCCIÓN

SI NO, ¿Podría hablar con un miembro de la familia mayor de 14 y menor de 24 años?

REPITA LA INTRODUCCIÓN

SI NO, ¿Podría hablar con la señora de la casa?

REPITA LA INTRODUCCIÓN

SI NO, ¿Hay algun otro miembro de la familia mayor de 24 años con quien yo podría hablar, por favor?

REPITA LA INTRODUCCIÓN

SI NO HAY NADIE EN CASA MAYOR DE 14 AÑOS, AGRADEZCA GENTILMENTE E INDIQUE QUE PIENSA VOLVER A UNA HORA MÁS APROPIADA. PREGUNTE QUÉ HORA SERÍA MÁS CONVENIENTE.

HORA EN QUE COMENZÓ LA ENTREVISTA __________ AM
PM

EXPLIQUE LA ENTREVISTA

Antes de empezar, permítame que le explique algo sobre esta entrevista. Está dividida en dos partes. En la primera, le pedimos que Ud nombre varias situaciones en las que se ha encontrado en el mes pasado. En la segunda parte analizaremos una de esas situaciones en detalle. No habrán respuestas correctas o incorrectas. Lo importante es que Ud nos diga qué situaciones encuentra en su vida diaria para darnos a entender como le afectan a Ud personalmente. Mientras Ud habla yo escribiré sus comentarios.

SECCION I: IDENTIFICACIÓN DE SITUACIONES.

1. Comenzemos por identificar el tipo de situaciones en que Ud se ha encontrado en el mes pasado. Quizás tuvo que tomar una decisión, librarse de una preocupación, encontrar la respuesta a una pregunta, resolver un problema o tratar de comprender algo. Ud comprende que esas situaciones pueden ser tanto buenas como malas. Lo importante es que le dieron algo que pensar. Comenzemos entonces por una breve descripción de la primera situación de este tipo de la cual Ud se acuerda. Pudo haber ocurrido en su casa, en la escuela, en el trabajo o en cualquier otro lugar.

_______ NINGUNA

VAYA A LA PREGUNTA 5.

SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

____

____

____

____

2. ¿Se acuerda Ud de otras situaciones de este tipo en el mes pasado?

________ NINGUNA   SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

VAYA A PREGUNTA 5.

3. ¿Se acuerda Ud de otras situaciones de ese tipo en el mes pasado? Acuérdese que se trata de situaciones tanto buenas como malas que le han dado algo que pensar.

________ NINGUNA   SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

VAYA A PREGUNTA 5

4. ¿Se acuerda de otras situaciones de este tipo en él mes pasado? Acuérdese que se trata de situaciones tanto buenas como malas que le han dado algo que pensar.

________ NINGUNA   SI NOMBRAN SITUACIÓN OBTENGA DESCRIPCIÓN COMPLETA

VAYA A PREGUNTA 5

5. Lo que voy a hacer ahora es nombrar temas bajo los cuales caen las situaciones de las cuales hemos hablado. Empezemos por cuestiones

pertenecientes al vecindario. ¿En su trato diario con los vecinos, pongamos discutiendo cuestiones del vecindario, o aun explorando un nuevo vecindario, se ha encontrado Ud en alguna situacion que le ha dado algo que pensar?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

6. ¿Qué tal, bajo el tema del consumidor, por ejemplo al comprar productos, obtener servicios, usar productos y pagar por ellos?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

7. ¿Qué tal bajo el tema de la vivienda o del mantenimiento de una casa,-- por ejemplo, al obtener vivienda, comprar o vender una casa, tratar con el dueño, cuidar de una casa o del jardín, hacer mejoras, etc.?

__________ NO __________ SÍ

¿Me podria describir la situación?

____

____

____

____

8. ¿Qué tal bajo el tema del trabajo -- al obtener trabajo y mantenerlo, al emprender una tarea, al tratar con quejas sobre el trabajo, etc.?

__________ NO ____________ SÍ

¿Me podría describir la situación?

____

____

____

____

9. ¿Qué tal con respecto al tema de la educación -- al sufragar los estudios, cumplir con los deberes, buscar las escuelas o clases apropiadas, tratar con administradores o maestros, etc.?

__________ NO ____________ SÍ

¿Me podría describir la situación?

____

____

____

____

10. ¿Qué tal con respecto al tema de la salud? Se ha encontrado Ud en la situación de tener que cuidar de su propia salud o la de otros, de tratar de obtener cuidado o consejo médico, de pagar por ese cuidado, etc.?

__________ NO ____________ SÍ

¿Me podría describir la situación?

____

____

____

____

11. ¿Qué tal con respecto al tema del tránsito -- al tratar de ir de un lado a otro, al comprar un automóvil, al repararlo, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

12. ¿Qué tal con respecto a la recreación, sport y entretenimiento -- al buscar recreación, algo que hacer, planear una vacación, ocuparse en actividades durante las horas libres?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

13. ¿Qué tal con respecto a cuestiones monetarias -- al pagar impuestos, obtener préstamos, planear la jubilación, pagar cuentas, invertir plata, vivir dentro del presupuesto, obtener ayuda financiera, etc.?

__________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

14. ¿Qué tal con respecto al cuidado de los niños -- al obtener cuidado, pagar por él, etc.?

____________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

15. ¿Qué tal con respecto a otras cuestiones de familia -- como por ejemplo aquellas que tienen que ver con hermanos, hermanas, esposos o padres?

____________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

16. ¿Qué tal con respecto a cuestiones legales -- al obtener divorcio u otro contrato o consejo legal, al comprender las leyes, etc.?

____________ NO __________ SÍ

¿Me podría describir la situación?

____

____

____

____

17. ¿Qué tal con respecto al crimen y la seguridad? ¿Ha estado en alguna situación en que fue víctima de un crimen o tuvo que verse con la policía?

__________ NO   __________ SÍ

¿Me podría describir la situación?

____

____

____

____

18. ¿Qué tal con respecto a los acontecimientos diarios y a las noticias? ¿Ha estado Ud en alguna situación a raíz de la cual pensó participar en acontecimientos locales o nacionales o descubrió un interés en actividades políticas, acontecimientos generales, etc.?

__________ NO   __________ SÍ

¿Me podría describir la situación?

____

____

____

____

SECCIÓN 2: ANÁLISIS DE LAS SITUACIONES.

19. ENTREVISTADOR: MARQUE ABAJO EL NÚMERO DE SITUACIONES NOMBRADAS POR EL ENTREVISTADO.

__________ NINGUNA   __________ UNA   __________ DOS O MÁS

VAYA A PREGUNTA 29

Lo que haremos ahora es mirar a la situación en detalle. Primero voy a escribir la descripción que Ud me dió en esta página para poder referirme a ella con facilidad.

Ahora quiero volver a mirar a las situaciones que me ha dado para que me diga cuál es la más importante para Ud.

HAGA UN REPASO RAPIDO DE TODAS LAS SITUACIONES ENTRE LAS P. 3-9.

¿Cuál de estas considera Ud la más importante?

NO SE RESOLVERÁ AHORA.

Lo que voy a hacer es escribir una breve descripción de esa situación aquí así puedo referirme a ella con facilidad.

PONGA EL NUMERO DE LA PREGUNTA ELEGIDA AQUÍ:

P # ____

BREVE DESCRIPCIÓN DE LA SITUACIÓN:

LEA EN VOZ ALTA MIENTRAS ESCRIBE:

____

____

____

____

20. Ahora lo que quiero que Ud haga es describirme en detalle todo lo que pasó en esa situación -- lo que Ud pensó y dijo, lo que otros dijeron o hicieron, y las cosas que simplemente sucedieron. Comienze al principio con el primer acontecimiento y cuénteme lo sucedido paso a paso hasta ahora o hasta el punto en que la situación se terminó. ¿Piense ahora qué fue lo primero que sucedió?

PASO 1:

PASO 2: ¿Qué paso después?

PASO 3: ¿Y después?

PASO 4: ¿Y después?

PASO 5: ¿Y después?

PASO 6: ¿Y después?

PASO 7: ¿Y después?

PASO 8: ¿Luego que pasó?

PASO 9: ¿Y después?

PASO 10: ¿Luego?

PASO 11: ¿Y después?

PASO 12: ¿Y después?

PASO 13: ¿Hay otros pasos?

SI NO PROCEDA A LA PREGUNTA 21

SI HAY, DIGA: Voy a escribir sólo estos pasos pero porqué no termina de contármelo todo así la situacion quedará mejor impresa en mi mente?

SIGA PREGUNTANDO "Y DESPUÉS" HASTA QUE SE TERMINEN TODOS LOS PASOS.

21. Déjeme ver ahora... ¿Esta situación aun sigue o ya ha pasado?

____________ HA PASADO ____________ AUN SIGUE

22. Cuando nos encontramos en situaciones de este tipo siempre hay preguntas que necesitan respuesta, algo que deseamos aprender o averiguar, entender o comprender mejor o simplemente pensar. ¿Quiero saber si Ud pensó en algunas de las siguientes preguntas a raíz de la situación que Ud me describió?

REPITA LAS PREGUNTAS SIGUIENTES CUANDO SEA NECESARIO. CIRCULE LA RESPUESTA

* En su caso quiso Ud saber:

a. ¿Qué expediente o servicio tiene a su disposición?	NO	SÍ
b. ¿Cuáles son las reglas, reglamentos o leyes?	NO	SÍ
c. ¿En qué posición me encuentro, qué papel juego?	NO	SÍ
d. ¿Qué es lo que está pasando en esta situación?	NO	SÍ
e. ¿Qué es lo que va a pasar, cómo van a salir las cosas?	NO	SÍ
f. ¿Qué es lo que puedo hacer, qué opciones tengo?	NO	SÍ
g. ¿Cuál es la mejor desición, lo mejor que se puede hacer?	NO	SÍ
h. ¿Qué deseo realmente, cuáles son mis prioridades?	NO	SÍ
i. ¿Hay otras maneras de ver esta situación?	NO	SÍ
j. ¿Cuando y adonde ocurrió eso?	NO	SÍ
k. ¿Cuando y adonde puedo hacer algo?	NO	SÍ
l. ¿Si hago ésto qué es lo que pasará?	NO	SÍ
m. ¿Qué pasó antes, a raíz de qué ocurrió ésto?	NO	SÍ
n. ¿Cuáles son los motivos, sentimientos o razones de los demás?	NO	SÍ
o. ¿Cuáles son mis propios motivos, sentimientos y razones?	NO	SÍ
p. ¿Puedo obtener información sobre esta situación?	NO	SÍ
q. ¿Qué información puedo obtener?	NO	SÍ
r. ¿De qué calidad fué la información que obtuve?	NO	SÍ
s. ¿Qué quieren los demás que yo haga?	NO	SÍ
t. ¿Se dan cuenta, me escucha alguien o estoy sólo?	NO	SÍ
u. ¿Está alguien de acuerdo conmigo?	NO	SÍ
v. ¿Cómo puedo encararme con las dificultades del burocratismo?	NO	SÍ
w. ¿Cómo puedo tomar una posición media en este conflicto?	NO	SÍ
X. ¿Cómo puedo defenderme?	NO	SÍ

23. Acabamos de ver una lista general de preguntas a las que a menudo la gente desea respuestas en esas situaciones. Lo que deseo ahora es que Ud me diga qué preguntas propias tuvo en su caso. Haremos esto repasando la situación que me describió anteriormente punto por punto.

ARREGLE SU CUESTIONARIO DE MODO QUE PUEDA VOLVER A LA PÁGINA 9 CON FRECUENCIA.

Se acuerda que lo primero que pasó en su caso fue: LEA PASO 1 EN LA P. 9. *Tuvo alguna pregunta a la cual necesitó respuesta, algo que deseó aprender o averiguar, algo que deseó entender o comprender mejor o simplemente pensar a esta altura de la situación?

__________ NO   __________ SÍ

¿Qué preguntas tuvo? ESCRIBA LA RESPUESTA DEBAJO.

¿Qué otras preguntas tuvo?

** En el próximo paso Ud dijo lo siguiente: LEA EL PRÓXIMO PASO.
Tuvo preguntas que necesitaban respuesta a este punto?
SI LA RESPUESTA ES SÍ: ¿Cuáles fueron?
¿Qué otras preguntas tuvo?

REPITA ** HASTA CUBRIR TODOS LOS PUNTOS EN LA P.9. DE VEZ EN CUANDO REPITA TODO EL PÁRRAFO * DE ARRIBA.

PASO #	PREGUNTAS		CUÁLES FUERON????????????????????????	
	NO	SÍ	1a PREGUNTA	2a. PREGUNTA.
1				
2				
3				
4				

PASO #	PREGUNTAS		¿CUÁLES FUERON?	
	NO	SÍ	ESPACIO PARA LA 1a. PREGUNTA	ESPACIO PARA LA 2a. P.
5				
6				
7				
8				
9				
10				
11				
12				

24. ¿Cuál de sus preguntas fué la más importante?

PLANTEE LA PREGUNTA DE NUEVO:

____

____

____

____

25. ¿Logró obtener respuesta a esta pregunta? ¿Diría Ud que no obtuvo respuesta, que obtuvo una respuesta parcial o que la respuesta fué completa?

MARQUE CON UNA X

__________________ no obtuvo respuesta

__________________ obtuvo respuesta parcial

__________________ obtuvo una respuesta completa

ESTA COLUMNA SI LA PREGUNTA DEL ENTREVISTADO NO FUÉ RESPUESTA EN ABSOLUTO

26. ¿Si hubiera Ud obtenido respuesta a esta pregunta, cuánto cree que le hubiera ayudado? Diría que ...

_______ casi nada

_______ un poco

_______ mucho

ESTA COLUMNA SI LA PREGUNTA DEL ENTREVISTADO FUÉ RESPUESTA PARCIALMENTE, COMPLETAMENTE O AUN NO.

26. a. ¿Obtuvo la respuesta a su pregunta cuando lo necesitó? ¿Antes de necesitarlo o demasiado tarde?

_______ antes

_______ a tiempo

_______ demasiado tarde

b. ¿Cuando recibió la respuesta a su pregunta cuánto le ayudó?

_______ casi nada

_______ un poco

_______ mucho.

27. ¿Cree Ud que la respuesta a su pregunta le hubiera ayudado en alguna de las siguientes maneras?

(MARQUE TODAS LAS RESPUESTAS)

	N	NS	S
a. –a solucionar o mejorar algo?			
b. –a planear qué hacer, cómo y cuando?			
c. –a comprender mejor el caso?			
d. –a comprender porqué sucedió algo, cuales fueron las causas?			
e. –a aclarar su propio pensamiento y a definir sus objetivos?			
f. –a darle una nueva o diferente perspectiva?			
g. –a calmarlo o ayudarle a controlarse?			
h. –a confirmar sus propias ideas o manera de pensar?			
i. –a darle ánimo para continuar o hacer algo?			
j. –a ganar tiempo, dinero u otros recursos?			
k. –a sentirse guiado por datos o consejos expertos?			
l. –a sentirse asegurado, apoyado y no abandonado?			
m. –a permitirle conocer las ideas y opiniones de otros?			

VAYA A LA PAGINA 17

27. ¿Cree Ud que la respuesta a su pregunta le ayudó en alguna de las siguientes maneras?

(MARQUE TODAS LAS RESPUESTAS)

	N	NS	S
a. –a solucionar o mejorar algo?			
b. –a planear qué hacer, cómo y cuando?			
c. –a comprender mejor el caso?			
d. –a comprender porqué sucedió algo, cuales fueron las causas?			
e. –a aclarar su propio pensamientos y a definir sus objetivos?			
f. –a darle una nueva o diferente perspectiva?			
g. –a calmarlo o ayudarle a controlarse?			
h. –a confirmar sus propias ideas o manera de pensar?			
i. –a darle ánimo para continuar o hacer algo?			
j. –a ganar tiempo, dinero u otros recursos?			
k. –a sentirse guiado por datos o consejos expertos?			
l. –a sentirse asegurado, apoyado y no abandonado?			
m. –a permitirle conocer las ideas y opiniones de otros?			

VAYA A LA PAGINA 18

ESTA PÁGINA SI:

LA PREGUNTA DEL ENTREVISTADOR NO FUÉ CONTESTADA EN ABSOLUTO

28. Ahora quiero preguntarle cómo trató de obtener la respuesta a esa pregunta.

Trató de obtener la respuesta o parte de la respuesta a través de ...	NS	N	S
a. -su propio pensar o experiencia?			
b. -algo dicho por un profesional, como un doctor, abogado o asistente social?			
c. -algo dicho por un amigo, vecino o pariente?			
d. -algo Ud leyó en el diario?			
e. -algo Ud oyó en la radio?			
f. -algo Ud vió y oyó en la televisión?			
g. -algo Ud leyó en una revista?			
h. -algo Ud obtuvo de la biblioteca?			
i. -algo Ud leyó en un libro?			
j. -algo dicho por alguien que trabaja para una escuela o universidad?			
k. -algo dicho por alguien que trabaja para una tienda, companía o negocio?			
l. -algo dicho por alguien que trabaja para una agencia social o caridad?			
m. -algo dicho por un líder religioso?			
n. -algo dicho por alguien que trabaja para el gobierno sea de la ciudad, del distrito, del estado o federal?			

VAYA A LA PREGUNTA 29, P. 19.

ESTA PÁGINA SI:

LA PREGUNTA DEL ENTREVISTADO FUÉ PARCIAL, TOTALMENTE O TODAVÍA NO CONTESTADA

28. Ahora quiero preguntarle cómo trató de obtener la respuesta a esa pregunta.

Trató de obtener una respuesta consultando ...			SÍ		
			Obtuvo toda la respuesta, parte o nada?		
	NS	NO	TODA (2)	PARTE (1)	NADA (0)
a. -su propio pensar o experiencia?					
b. -algo dicho por un profesional, (doctor, abogado o asistente social?					
c. -algo dicho por un amigo, vecino o pariente?					
d. -algo Ud leyó en el diario?					
e. -algo Ud oyó en la radio?					
f. -algo Ud vió y oyó en la TV?					
g. -algo Ud leyó en una revista?					
h. -algo Ud obtuvo de la biblioteca?					
i. -algo Ud leyó en un libro?					
j. -algo dicho por alguien que trabaja para una escuela o universidad?					
k. -algo dicho por alguien que trabaja para una tienda, companía o negocio?					
l. -algo dicho por alguien que trabaja para una agencia social o caridad?					
m. -algo dicho por un líder religioso?					
n. -algo dicho por alguien que trabaja para el gobierno, sea de la ciudad, del distrito, del estado o federal?					

29. Varios grupos en el estado tienen interés en ayudar a la gente a encontrar la información que busca. Deseo preguntarle como se las arregla para obtener los datos que necesita.

¿Cuando Ud necesita la respuesta a una pregunta, donde se dirige comunmente?

(MARQUE LA RESPUESTA)

	A menudo	A veces	Nunca	Sin respuesta
a. Para obtener su información Ud pregunta a un amigo o pariente, a menudo, a veces o nunca?				
b. ¿Para obtener la información que necesita se dirige Ud a las oficinas del gobierno apropiadas a menudo, a veces, o nunca?				
c. ¿Obtiene Ud su información a través de la televisión o la radio a menudo, a veces, o nunca?				
d. ¿Si Ud necesita información se dirige a la biblioteca a menudo, a veces, nunca?				
e. ¿Ud obtiene su información en libros, revistas, diarios u otro material impreso, a menudo, a veces o nunca?				

¿Adonde obtiene Ud generalmente estos materiales?

Compra o subscripción
Pide prestado a otra persona
Usa la biblioteca
Otros (detallar) ___________

SECCIÓN III: ESTADÍSTICA DEMOGRÁFICA

Finalmente, necesitamos unos datos suyos y de su familia para decidir qué grupo de gente tiene distintos problemas e inquietudes. Acuérdese que sus respuestas serán confidenciales y se usarán sólo en combinación con las de otros entrevistados.

¿Cuánta gente mayor de 14 años vive en su casa? (OBTENGA NUMEROS ESPECÍFICOS)

___________ personas

30. ¿Cuántas criaturas menores de 14 años viven en su casa?

___________ criaturas

31. ¿Cuál fué el grado más alto que Ud completó? (CIRCULE LA RESPUESTA)

Escuela elementaria:	1	2	3	4	5	6	7	8
Escuela secundaria:	9	10	11	12				
Universidad:	13	14	15	16				
Estudios post-universitarios:	17+							

32. ¿Su casa es propia o alquilada?

___________ propia o en compra

___________ alquilada

___________ otro (detallar ____).

33. ¿Qué edad cumplió en su último cumpleaños? ______________________.

NO PREGUNTE, MUESTRE LA TARJETA AL ENTREVISTADO

¿Me podría decir a qué categoría de la tarjeta corresponde su ingreso total familiar?

34.

	A.	Bajo de $4,000
BAJO $15,000	B.	$4,000 - $7,999
	C.	$8,000 -$11,999
	D.	$12,000 -$14,999
	E.	$15,000 -$19,999
SOBRE $15,000	F.	$20,000 -$29,999
	G.	$30,000 -$39,999
	H.	$40,000 y mas

35. ¿Tiene Ud acceso a un automóvil?

_______ SÍ _______ NO

36. ¿Tiene Ud acceso al transporte público?

_______ SÍ _______ NO

37. ¿Tiene Ud un teléfono en su casa?

_______ SÍ _______ NO

ENTREVISTADOR: POR FAVOR ANOTE LO SIGUIENTE DESPUÉS DE CONCLUIR LA ENTREVISTA

38. Sexo del entrevistado: _________ masculino

_________ femenino

39. Raza/origen del entrevistado: (Si no es posible decidir a primera vista, pregunte).

____________ Americano de origen asiático

____________ Negro

____________ Americano nativo

____________ Blanco

____________ Otro (Explique ________________________).

LA ENTREVISTA SE TERMINÓ ________________________ AM
PM

DECLARACIÓN CONCLUYENTE AL ENTREVISTADO

Muchísimas gracias por su tiempo y su paciencia. Ud me ha ayudado mucho ... Y creo que el resultado del proyecto entero que abarca 1,000 personas ayudará a los ciudadanos a encarar sus problemas cotidianos con mayor facilidad.

Voy a dejarle una carta de introducción por si acaso Ud desea comúnicarse con los directores de este estudio para obtener una copia del informe o simplemente para hablar personalmente con ellos.

INTRODUCTION:
(IF CHILD ANSWERS
DOOR, ASK TO SPEAK
TO FATHER OR MOTHER)

Hello, my name is ____________________ and I am working for King Research, Inc. on a study for the State of California. We are asking people throughout the State their opinions on a variety of everyday situations. Some 1000 residents of California will participate in this project. The responses to this questionnaire will be used to help California make decisions on how best to improve the services required to meet the needs of residents.

USE AS MANY OF THE FOLLOWING AS NECESSARY

*All answers will be kept confidential and anonymous. Your answers will be combined with answers from all other respondents.

*This letter of introduction from the Governor's Office will be left with you after the interview in case you have questions you'd like to ask about the study.

*Your household was chosen randomly because it's important that we get answers from a representative group of California residents.

RESPONDENT SELECTION

My instructions specify that I should interview a certain person in the household if that person is available.

May I please speak to the male head of the household?

REPEAT INTRODUCTION

IF NO, I would like to speak to a member of this household whose age is 14-24 years of age.

REPEAT INTRODUCTION

IF NO, I would like to speak to the female head of the household.

REPEAT INTRODUCTION

IF NO, Is there any other household member over age 24 that I could speak with?

REPEAT INTRODUCTION

IF NO ONE AGED 14 YEARS OR OLDER IS HOME, THANK THE PERSON AND SUGGEST YOU WILL CALL BACK AT ANOTHER TIME. ASK ABOUT A GOOD TIME.

TIME INTERVIEW
BEGAN_____ AM
PM

EXPLAIN INTERVIEW

Before we start, let me tell you a little bit about this interview. It has two sections. In the first, we ask you to identify a variety of situation that you've faced in the past month. In the second, we ask you to discuss one of these situations. There are no right or wrong answers. What's important is that you tell us about the situations you face in everyday life so we can understand how you personally see them. As you talk, I will be writing down your comments.

SECTION 1: IDENTIFICATION OF SITUATIONS

1. Please start by identifying the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

2. Are there any other such situations that occurred in the last month that come to mind?

____NONE ↓ GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

3. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE → GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

4. Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.

____NONE → GO TO Q 5

IF SITUATION NAMED, GET COMPLETE DESCRIPTION

____

____

____

____

5. What I'm going to do now is name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?

____NO → GO TO Q 6

____YES

Would you describe that situation for me?

____

____

____

____

6. How about in the consumer area - for example, buying products or services, using them, paying for them?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

7. How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

8. How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on....?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 9

9. How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on...?

____NO

____YES

Would you describe that situation for me?

____

____

____

____

10. How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

11. How about transportation--trying to get from one place to another, buying a car, repairing one, and so on...?

_____NO

_____YES

GO TO
Q 12

____

____

____

____

12. How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

13. How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

14. How about child care -- obtaining child care, paying for child care and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 15

15. How about other family relationships such as those involving brothers, sisters, spouse or parents?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

16. How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

17. How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

18. How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, political activity, general news items, and so on...?

_____NO

_____YES

Would you describe that situation for me?

____

____

____

____

GO TO
Q 19

SECTION 2: ANALYSIS OF SITUATIONS

19. INTERVIEWER: CHECK BELOW THE NUMBER OF SITUATIONS NAMED BY R

____NONE	____ONE	____TWO OR MORE
GO TO PAGE 16 Q29	What we're going to do now is look at the situation vou named in depth. GO TO Q20	At this point, I'd like to go back and review all the situations you've named so you can tell me which one was most important to you. BRIEFLY REVIEW ALL SITUATIONS NAMED ON PAGES 2 to 7 Which one of these is most important to you? [IT MAY NOT BE RESOLVED NOW.] What I'm going to do is write a brief description of that situation here so we can refer back to it easily.

PUT THE QUESTION # OF THE SELECTED SITUATION HERE:

____Q#

RECORD A BRIEF DESCRIPTION OF THE SITUATION HERE.
READ OUT LOUD AS YOU WRITE.

____

____

____

____

____

____

20. Now what I'd like you to do is to describe all the things that happened in this situation -- the things you thought or did, the things other people did or said, and the things that just happened. PAUSE You should start with the very first event and then tell me the things that happened step by step working your way up to the present time or to the point where the situation ended. PAUSE Think back now to the first thing that happened. What was that?

STEP 1:	STEP 8: Then what happened?
STEP 2: What happened next?	STEP 9: Next?
STEP 3: Next?	STEP 10: Then?
STEP 4: Next?	STEP 11: Next?
STEP 5: Next?	STEP 12: Next?
STEP 6: Next?	STEP 13: Are there any other steps? IF NO: PROCEED TO Q 21. IF YES: I'm only going to record the steps so far but why don't you finish telling me about the remaining steps so the entire situation will be fresher in your mind? KEEP PROBING WITH "NEXT" UNTIL STEPS ARE EXHAUSTED.
STEP 7: Next?	

21. Let me check now...(This is a situation which is still going on/This is a situation that is in the past?)

________IN THE PAST ________STILL GOING ON

22. Whenever we're in situations like this there are always questions that we need answers to, things we want to learn or find out, things we want to make sense of, understand better, or just think about. In your situation did you want to know...**

CIRCLE ANSWER

a.	What sources or services are available?	No	Yes	DK
b.	What are the rules, regulations, or laws?	No	Yes	DK
c.	How do I fit in, what is my role?	No	Yes	DK
d.	What's going on, how will things turn out?	No	Yes	DK
e.	What are my options, what's the best choice to make, the best thing to do?	No	Yes	DK
f.	What do I really want, what are my priorities?	No	Yes	DK
g.	Are there other ways I can think about this situation?	No	Yes	DK
h.	When or where can I do something?	No	Yes	DK
i.	If I do this particular thing, what will happen?	No	Yes	DK
j.	What happened in the past, what caused this to happen?	No	Yes	DK
k.	What are someone else's motives, feelings, or reasons?	No	Yes	DK
l.	What are my own motives, feelings, or reasons?	No	Yes	DK
m.	Can I get some information about the situation, what information can I get?	No	Yes	DK
n.	Was the information helpful?	No	Yes	DK
o.	What do others want me to do?	No	Yes	DK
p.	Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	No	Yes	DK
q.	How can I get around all the red-tape in the bureaucracy?	No	Yes	DK
r.	How can I fight back?	No	Yes	DK

**IF RESPONDENT APPEARS TO BE LOSING THE TRAIN OF THOUGHT, REPEAT "In your situation did you want to know..." AS IN LEAD IN TO a.

23. We've just gone through a list of general questions that people often want answers to in situations. What I'd like now is for you to tell me the specific questions you had in your situation. We're going to do this by going back to the step-by-step description of your situation that you gave me just a while ago.

FIX QUESTIONNAIRE SO YOU CAN RETURN TO PAGE 9 FREQUENTLY

Recall that you said that what happened at the first step in your situation was:

READ STEP 1 ON PAGE 9 **

Did you have any questions you needed answers to, things you wanted to learn or find out, things you wanted to make sense of, understand better, or just think about at this point in your situation?

CHECK ANSWER BELOW

**At the next step in your situation you said this happened: READ NEXT STEP Did you have any questions you needed answers to at this step? /IF YES/ What were they? PROBE: Any Others?

REPEAT ** UNTIL ALL STEPS ON PAGE 9 ARE COVERED. OCCASIONALLY REPEAT THE FULL PATTERN FROM * ABOVE

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
1	↓	→		
2	↓	→		
3	↓	→		
4	↓	→		
5	↓	→		
6	↓	→		
7	↓	→		

(CONTINUED ON NEXT PAGE)

STEP #	HAVE QUESTIONS?		WHAT WERE THE QUESTIONS? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?	
	NO	YES	SPACE FOR FIRST QUESTION	SPACE FOR SECOND QUESTION
8	↓	→		
9	↓	→		
10	↓	→		
11	↓	→		
12	↓	→		

24. Of the questions you had which do you feel was the most important one?

RESTATE QUESTION:

____

____

____

____

25. Did you ever succeed in getting an answer to this question? Would you say it was: /CHECK WITH X/

READ RESPONSES

_____Not answered at all

_____Partially answered

_____Entirely answered

_____Not answered at present

THIS COLUMN IF: THE RESP. Q NOT ANSWERED AT ALL OR NOT ANSWERED AT PRESENT

26. If you had been able to get an answer to this question, how much do you think that answer would have helped you? Would you say...

___not at all
___don't know
(GO TO P. 14)

___a little
___a lot

27. Would the answer to this question have helped you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
m. allow you to know the ideas and opinions of others?			

/GO TO PAGE 14/

THIS COLUMN IF: RESP. Q PARTIALLY OR ENTIRELY ANSWERED

26a. Did you get the answer to this question before you actually needed it, at the time you needed it, or too late?

___before
___at the time
___too late

26b. When you got the answer to this question, how much did the answer help you? Would you say

___not at all
(GO TO P. 15)

___a little
___a lot

27. Did the answer to this question help you in any of the following ways? (CHECK ALL ANSWERS)

	NO	YES	DK
a. get something resolved or changed for the better?			
b. plan what to do or when or how to do it?			
c. understand the situation better?			
d. understand why things happened, what caused them?			
e. figure out your own thinking or goals?			
f. give you a new or different perspective?			
g. calm down or get control of yourself?			
h. confirm your own ideas or views?			
i. get motivated to keep going or do something?			
j. save time or money or other resources?			
k. feel like you were guided by expert information or advice?			
l. feel reassured or supported and not alone?			
m. allow you to know the ideas and opinions of others?			

/GO TO PAGE 15/

THIS PAGE IF: THE
RESP. Q NOT ANSWERED AT ALL
OR NOT ANSWERED AT PRESENT

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer or part of an answer from...	DK	NO	YES
a. your own thinking or past experience?			
b. something a professional (like a doctor or lawyer or social worker) told you?			
c. something a friend, neighbor, or relative told you?			
d. something you read in the newspaper?			
e. something you heard on the radio?			
f. something you saw or heard on TV?			
g. something you read in a magazine?			
h. something you got from a library?			
i. something you read in a book? Where did you get the book?______________________			
j. something told you by someone who works for a school or college?			
k. something told you by someone who works for a store or company or business?			
l. something told you by someone who works for a social service agency or a charity?			
m. something told you by a religious leader?			
n. something told you by someone who works in the city, county, state, or federal government?			

GO TO Q 29, PAGE 16.

THIS PAGE IF:
RESP. Q PARTIALLY OR ENTIRELY ANSWERED

28. Now I'd like to ask you some questions about how you tried to get an answer to this question.

Did you attempt to get an answer from...	DK	NO	YES	IF YES: Did you succeed in getting all of the answer by doing this, part of it, or none of it?		
				ALL (2)	PART (1)	NONE (0)
a. your own thinking or past experience?						
b. something a professional (like a doctor or lawyer or social worker) told you?			→			
c. something a friend, neighbor, or relative told you?			→			
d. something you read in the newspaper?			→			
e. something you heard on the radio?			→			
f. something you saw or heard on TV?			→			
g. something you read in a magazine?			→			
h. something you got from a library?			→			
i. something you read in a book? Where did you get the book? ____			→			
j. something told you by someone who works for a school or college?			→			
k. something told you by someone who works for a store or company or business?			→			
l. something told you by someone who works for a social service or charity?			→			
m. something told you by a religious leader?			→			
n. something told you by someone who works in city, county, state, or federal government?			→			

29. Several groups in the state are interested in helping people find information. I want to ask you some questions about how you go about getting information you need.

When you need to get an answer to some question, where do you usually go?
(ASK EACH FOLLOWING QUESTION)

a. Do you often -- sometimes -- or never ask a friend or relative for the information you need?
(PLACE CHECK IN BOX)

b. What about government offices? Do you often, sometimes, or never seek information at an appropriate government office or agency?
(PLACE CHECK IN BOX)

c. Do you often, sometimes or never obtain information from television or radio?
(PLACE CHECK IN BOX)

d. If you have a need for information do you often, sometimes or never go to a library?
(PLACE CHECK IN BOX)

e. Do you often, sometimes or never look up information in books, magazines, newspapers and other printed material?
(PLACE CHECK IN BOX)

Where do you generally get these materials?
(ASK EACH CATEGORY AND CHECK ALL THAT APPLY)

___ Buy or subscribe
___ Borrow from another person
___ Borrow or use at library
___ Other (specify) ____________

____

O	S	N	NR

GO TO Q. 30

SECTION 3: DEMOGRAPHICS

Finally, we need to ask a few questions about you and your household so we can determine what groups of people have different problems and concerns. Please remember that your answers are confidential and will be used only in combination with those of other respondents.

30. How many people 14 years and older... live in your household? /GET SPECIFIC NUMBER/

______ persons

31. How many children...people under 14...live in your household?

_____children

32. What was the highest grade you completed in school? /CIRCLE ANSWER/

Elementary:	1	2	3	4	5	6	7	8
High School:	9	10	11	12				
College:	13	14	15	16				
Post-grad:	17+							

33. Are your living quarters owned or rented? /CHECK ANSWER/

_____owned or being bought

_____rented

_____other (specify)______________________________

34. Which of the following categories apply to you?
READ THE FOLOWING CATEGORIES TO THE RESPONDENT

_____ 14-18 years
_____ 19-24 years
_____ 25-54 years
_____ 55-64 years
_____ 65+ years

DO NOT ASK - -

HAND CARD TO RESPONDENT

35. Can you tell me the category on the card that corresponds to your total family income from all sources last year?

/CIRCLE RESPONSE/

A. Under $4,000
B. $4,000-$7,999
C. $8,000-$11,999
D. $12,000-$14,999
E. $15,000-$19,999
F. $20,000-$29,999
G. $30,000-$39,999
H. $40,000 and over
I. Refused/Don't know

36. Do you have access to an automobile?

____Yes ____No

37. Do you have access to public transportation?

____Yes ____No

38. Do you have a telephone in your home?

____Yes ____No

/INTERVIEWER: PLEASE ANSWER THE FOLLOWING BY OBSERVATION, IF POSSIBLE/

39. Sex of respondent:

_____MALE

_____FEMALE

40. Racial/ethnic origin of respondent: (If unable to determine visually, ask the respondent)

_____Asian American

_____Black

_____Hispanic American

_____Native American

_____White

_____Other (Explain)________

TIME INTERVIEW COMPLETED _____A.M. / P.M.

CLOSING STATEMENT TO RESPONDENT

I want to thank you very much for your time and patience. You have helped me very much... and I think the results of this whole project will eventually make it easier for average citizens to deal with their everyday situations.

I'd like to leave my letter of introduction with you in case you want to contact the study directors to obtain a copy of the final report -- or simply to talk to them.

CODEBOOK
CALIFORNIA PROJECT

January 26, 1979

QUESTION	ITEM	DECK	COLUMN
	Identification number	1	1-7
Please start by identifying the different kinds of situations you've been in in the last month. Maybe you had to make a decision, get rid of a worry, find an answer to a question, solve a problem, or try to understand something. You should understand that these situations can be good or bad. What's important is that they be situations where you stopped and thought. They may have occurred at home, at school, at work or elsewhere. Describe briefly the first situation like this that comes to mind.	Neighborhood 05 Consumer 06 Housing/Home Care 07 Work 08 Education 09 Health 10 Transportation 11 Recreation 12 Money Matters 13 Child Care 14 Other Family Relations 15 Legal Matters 16 Crime or Safety 17 Current Events and News 18 Other 19 No topic situation mentioned 00 Refused to answer 88		8-9
Are there any other such situations that occurred in the last month that come to mind?	Code the same as above	1	10-11
Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.	Code the same as above	1	12-13

QUESTION	ITEM	DECK	COLUMN
Are there any other such situations that occurred in the last month that come to mind? Remember we're looking for either good or bad situations in which you stopped and thought about or dealt with something.	Code the same as above	1	14-15
What I'm going to do now is name some topic areas in which the types of situations we were discussing earlier may have occurred. Let's start with neighborhood issues. Have you been in a situation in your contacts with neighbors, dealing with neighborhood issues, or even exploring a new neighborhood where you had to stop and think about something?	Situation mentioned 05 Situation not mentioned 00 Refused to answer 88	1	16-17
How about in the consumer area - for example, buying products or services, using them, paying for them?	Situation mentioned 06 Situation not mentioned 00 Refused to answer 88	1	18-19
How about housing or home care--getting a place to live, buying a house, selling one, dealing with landlords, taking care of a house, making home improvements, gardening, and so forth?	Situation mentioned 07 Situation not mentioned 00 Refused to answer 88	1	20-21

9

QUESTION	ITEM		DECK	COLUMN
How about in the area of work--getting a job, keeping one, handling a task at work, dealing with a job complaint, and so on....?			1	22-23
	Situation mentioned	08		
	Situation not mentioned	00		
	Refused to answer	88		
How about education--getting money for school, doing school assignments, finding the right classes or schools, contacts with administrators or teachers, and so on...?			1	24-25
	Situation mentioned	09		
	Situation not mentioned	00		
	Refused to answer	88		
How about health? Have you been in a situation in which you dealt with your own or someone else's health, getting care or advice, paying for care, and so on...?			1	26-27
	Situation mentioned	10		
	Situation not mentioned	00		
	Refused to answer	88		
11. How about transportation--trying to get from one place to another, buying a car, repairing one, and so on...?			1	28-29
	Situation mentioned	11		
	Situation not mentioned	00		
	Refused to answer	88		

QUESTION	ITEM		DECK	COLUMN
How about recreation, sports or entertainment--finding recreation or something to do, planning a vacation, pursuing leisure time activities?			1	30-31
	Situation mentioned	12		
	Situation not mentioned	00		
	Refused to answer	88		
How about money matters, - handling taxes, getting loans, planning retirement, paying bills, investing money, making ends meet, or getting financial help, and so on...?			1	32-33
	Situation mentioned	13		
	Situation not mentioned	00		
	Refused to answer	88		
How about child care -- obtaining child care, paying for child care and so on...?			1	34-35
	Situation mentioned	14		
	Situation not mentioned	00		
	Refused to answer	88		
How about other family relationships such as those involving brothers, sisters, spouse or parents?			1	36-37
	Situation mentioned	15		
	Situation not mentioned	00		
	Refused to answer	88		

QUESTION	ITEM		DECK	COLUMN
. How about legal matters - handling a divorce or other legal contracts, getting legal advice, following the law, and so on...?			1	38-39
	Situation mentioned	16		
	Situation not mentioned	00		
	Refused to answer	88		
. How about crime or safety? Have you been in a situation where you were affected in any way by crime, or had contacts with the police?			1	40-41
	Situation mentioned	17		
	Situation not mentioned	00		
	Refused to answer	88		
. How about current events and news? Have you been in a situation where you were thinking about or dealing with local or national events, political activity, general news items, and so on...?			1	42-43
	Situation mentioned	18		
	Situation not mentioned	00		
	Refused to answer	88		

QUESTION	ITEM		DECK	COLUMN
19 (top of page)	Number of situations named by the Respondent		1	44
	None	0		
	One	1		
	Two or more	2		
19 (bottom of page)	Selected situation		1	45-47
	If the situation is named in questions 1-4, the code is a '1' followed by the topic code (see attached sheet).	1XX		
	If the situation is named in questions 5-18 and not in questions 1-4, the code is a '2' followed by the topic code	2XX		
	If the Respondent indicates none of the situations was the most important, or if no situations were mentioned. . .	999		
	Refused	888		
21	Is this situation still going on?		1	48
	In the past	1		
	Still going on	2		
	This question was skipped	9		
	Refused	8		

QUESTION	ITEM	DECK	COLUMN
. Whenever we're in situations like this there are always questions that we need answers to, things we want to learn or find out, things we want to make sense of, understand better, or just think about. In your situation did you want to know...**		1	49

Yes	1
No	2
Don't know/refused	8
This question not answered; skipped	9

What sources or services are available?	1	50
What are the rules, regulations, or laws?	1	51
How do I fit in, what is my role?	1	52
What's going on, how will things turn out?	1	53
What are my options, what's the best choice to make, the best thing to do?	1	54
What do I really want, what are my priorities?	1	55
Are there other ways I can think about this situation?	1	56
When or where can I do something?	1	57
If I do this particular thing, what will happen?	1	58
What happened in the past, what caused this to happen?	1	59
What are someone else's motives, feelings, or reasons?	1	60
What are my own motives, feelings, or reasons?	1	61
Can I get some information about the situation, what information can I get?	1	62
Was the information helpful?	1	63
What do others want me to do?	1	64
Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	1	65
How can I get around all the red-tape in the bureaucracy?	1	66
How can I fight back?	1	67

QUESTION	ITEM		DECK	COLUMN
Q. 23	Did you have any questions you needed answers to, things you wanted to make sense of, understand better, or just think about at this point in your situation?		1	67-68
	Record the total number of unique questions mentioned by the Respondent	XX		
	Refused to answer	88		

QUESTION	ITEM	DECK	COLUMN
24. Of the questions you had which do you feel was the most important one?		1	69-70

What sources or services are available?	01
What are the rules, regulations, or laws?	02
How do I fit in, what is my role?	03
What's going on, how will things turn out?	04
What are my options, what's the best choice to make, the best thing to do?	05
What do I really want, what are my priorities?	06
Are there other ways I can think about this situation?	07
When or where can I do something?	08
If I do this particular thing, what will happen?	09
What happened in the past, what caused this to happen?	10
What are someone else's motives, feelings, or reasons?	11
What are my own motives, feelings, or reasons?	12
Can I get some information about the situation, what information can I get?	13
Was the information helpful?	14
What do others want me to do?	15
Am I alone, is anyone listening, is anyone aware, does anyone else agree with me?	16
How can I get around all the red-tape in the bureaucracy?	17
How can I fight back?	18
Other	19
How much money?	20
How long will it take?	21
What's missing?	22
Can he do that? Do I have to do that?	23
How bad is it?	24
Why can't I?	25
How important is it?	26
Why isn't she committed?	27
Why are bureaucrats inefficient?	28
Why is it so hard?	29
What can be done?	30
Who do I contact?	31
Who did it?	32
Refused to answer	88
Question skipped	99

QUESTION	ITEM	DECK	COLUMN
Did you ever succeed in getting an answer to this question? it was:		1	71
Not answered at all	1		
Partially answered	2		
Entirely answered	3		
Not answered at present	4		
This question was skipped	9		
Refused	8		
CARD NUMBER	1	1	80
Respondent Identification Number		2	1-7
26. If you had been able to get an answer to this question, how much do you think that answer would have helped you? Would you say...		2	8
Not at all	1		
A little	2		
A lot	3		
Don't know/refused	8		
This question skipped	9		

QUESTION	ITEM		DECK	COLUMN
27. Would the answer to this question have helped you in any of the following ways?			2	
get something resolved or changed for the better?			2	9
	Yes	1		
	No	2		
	Don't know/refused	8		
	This question skipped	9		
plan what to do or when or how to do it?			2	10
understand the situation better?			2	11
understand why things happened, what caused them?			2	12
figure out your own thinking or goals?			2	13
give you a new or different perspective?			2	14
calm down or get control of yourself?			2	15
confirm your own ideas or views?			2	16
get motivated to keep going or do something?			2	17
save time or money or other resources?			2	18
feel like you were guided by expert information or advice?			2	19
feel reassured or supported and not alone?			2	20
allow you to know the ideas and opinions of others?			2	21

QUESTION	ITEM	DECK	COLUMN
. Now I'd like to ask you some questions about how you tried to get an answer to this question. Did you attempt to get an answer or part of an answer from...			
a. your own thinking or past experience?	Yes 1 No 2 Don't know/refused 8 This question skipped 9	2	22
b. something a professional (like a doctor or lawyer or social worker) told you?		2	23
c. something a friend, neighbor, or relative told you?		2	24
d. something you read in the newspaper?		2	25
e. something you heard on the radio?		2	26
f. something you saw or heard on TV?		2	27
g. something you read in a magazine?		2	28
h. something you got from a library?		2	29
i. something you read in a book? Where did you get the book?______	Buy or Subscribe 1 Borrow from another person 2 Borrow or use at library 3 Other 4 This Q skipped 9 DK/Refused 8 Col. 31	2	30-31
j. something told you by someone who works for a school or college?		2	32
k. something told you by someone who works for a store or company or business?		2	33
l. something told you by someone who works for a social service agency or a charity?		2	34
m. something told you by a religious leader?		2	35
n. something told you by someone who works in the city, county, state, or federal government?		2	36

QUESTION	ITEM		DECK	COLUMN
26a. Did you get the answer to this question before you actually needed it, at the time you needed it, or too late?			2	37
	Before	1		
	At the time	2		
	Too late	3		
	This question skipped	y		
	DK/Refused	8		
26b. When you got the answer to this question how much did the answer help you? Would you say			2	38
	Not at all	1		
	A little	2		
	A lot	3		
	This question skipped	y		
	DK/Refused	8		

QUESTION	ITEM	DECK	COLUMN
Did the answer to this question help you in any of the following ways? (CHECK ALL ANSWERS)			
a. get something resolved or changed for the better?		2	39
	Yes 1 No 2 Don't know/refused 0 This question skipped 9		
b. plan what to do or when or how to do it?		2	40
c. understand the situation better?		2	41
d. understand why things happened, what caused them?		2	42
e. figure out your own thinking or goals?		2	43
f. give you a new or different perspective?		2	44
g. calm down or get control of yourself?		2	45
h. confirm your own ideas or views?		2	46
i. get motivated to keep going or do something?		2	47
j. save time or money or other resources?		2	48
k. feel like you were guided by expert information or advice?		2	49
l. feel reassured or supported and not alone?		2	50
m. allow you to know the ideas and opinions of others?		2	51

QUESTION	ITEM	DECK	COLUMN
Now I'd like to ask you some questions about how you tried to get an answer to this question. Did you attempt to get an answer from...			
a. your own thinking or past experience?	Yes 1 No 2 DK/refused 8 This Q skipped 9 First Column None 0 All 2 Part 1 DK/refused 8 This Q skipped 9 Second Column	2	52-53
b. something a professional (like a doctor or lawyer or social worker) told you?		2	54-55
c. something a friend, neighbor, or relative told you?		2	56-57
d. something you read in the newspaper?		2	58-59
e. something you heard on the radio?		2	60-61
f. something you saw or heard on TV?		2	62-63
g. something you read in a magazine?		2	64-65
h. something you got from a library?		2	66-67
i. something you read in a book? Where did you get the book?	Buy or Subscribe 1 Borrow from another person 2 Borrow or use at library 3 Other 4 This Q skipped 9 DK/refused 8 Col. 70	2	68-70
j. something told you by someone who works for a school or college?		2	71-72
k. something told you by someone who works for a store or company or business?		2	73-74
l. something told you by someone who works for a social service or charity?		2	75-7
m. something told you by a religious leader?		2	77-7
CARD NUMBER	2	2	80
IDENTIFICATION NUMBER		3	1-7
n. something told you by someone who works in city, county, state, or federal government?		3	8-9

Several groups in the state are interested in helping people find information. I want to ask you some questions about how you go about getting information you need.

When you need to get an answer to some question, where do you usually go?
(ASK EACH FOLLOWING QUESTION)

QUESTION	ITEM	DECK	COLUMN
a. Do you often -- sometimes -- or never ask a friend or relative for the information you need? (PLACE CHECK IN BOX)	Often 1 Sometimes 2 Never 3 No Response 9	3	10
b. What about government offices? Do you often, sometimes, or never seek information at an appropriate government office or agency? (PLACE CHECK IN BOX)		3	11
c. Do you often, sometimes or never obtain information from television or radio? (PLACE CHECK IN BOX)		3	12
d. If you have a need for information do you often, sometimes or never go to a library? (PLACE CHECK IN BOX)		3	13
e. Do you often, sometimes or never look up information in books, magazines, newspapers and other printed material? (PLACE CHECK IN BOX)		3	14

QUESTION	ITEM		DECK	COLUMN
Where do you generally get these materials? (ASK EACH CATEGORY AND CHECK ALL THAT APPLY)				
Buy or subscribe			3	15
	Yes (x)	1		
	No (x)	2		
	Refused to answer	8		
	This question a skip	9		
Borrow from another person			3	16
	Code same as above			
Borrow or use at library			3	17
	Code same as above			
Other (specify)			3	18
	Code same as above			

QUESTION	ITEM		DECK	COLUMN
How many people 14 years and older... live in your household?			3	19-20
	Record the total number	XX		
	DK/refused	88		
How many children...people under 14...live in your household?			3	21-22
	Record the total number	XX		
	DK/refused	88		
2. What was the highest grade you completed in school?			3	23-24
	Record the total number	XX		
	DK/refused	88		
Are your living quarters owned or rented?			3	25
	owned or being bought	1		
	rented	2		
	other	3		
	DK/refused	8		
Which of the following categories apply to you? READ THE FOLOWING CATEGORIES TO THE RESPONDENT			3	26
	14-18 years	1		
	19-24 years	2		
	25-54 years	3		
	55-64 years	4		
	65+ years	5		
	DK/refused	8		

QUESTION	ITEM		DECK	COLUMN
Can you tell me the category on the card that corresponds to your total family income from all sources last year?			3	27
	Under $4,000	1		
	$4,000-$7,999	2		
	$8,000-$11,999	3		
	$12,000-$14,999	4		
	$15,000-$19,999	5		
	$20,000-$29,999	6		
	$30,000-$39,999	7		
	$40,000 and over	8		
	Refused/Don't know	9		
Do you have access to an automobile?			3	28
	Yes	1		
	No	2		
	DK/refused	8		
Do you have access to public transportation?			3	29
	Yes	1		
	No	2		
	DK/refused	8		
Do you have a telephone in your home?			3	30
	Yes	1		
	No	2		
	DK/refused	8		

QUESTION	ITEM		DECK	COLUMN
39. Sex of respondent:			3	31
	Male	1		
	Female	2		
0. Racial/ethnic origin of respondent:			3	32
	Asian American	1		
	Black	2		
	Hispanic American	3		
	Native American	4		
	White	5		
	Other	6		
	DK/refused	8		
Rural/Urban Residence			3	33
	Rural	1		
	Urban	(BLANK)		
CARD NUMBER		3	3	80